Providence College

EDU 410 – General Methods STUDENT: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor: Claire Laquerre

**Presentation #2 Self- Reflection: Explain & Elaborate**

**POINTS 4 3 2 1**

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| **Task** | **Exceeds Expectations** | **Meets Expectations** | **Nearly Meets Expectations** | **Does Not Meet Expectations** |
| **Depth of Analysis**  (Explain & Elaborate Phases of Instruction) | Reflection gives an in-depth summary of both phases including the goals, instructional strategies and rationale. Provides more than enough evidence for claims; shows great insight. | Reflection gives an adequate summary of both phases including the goals, instructional strategies and rationale. Provides enough evidence for claims. | Reflection gives a  partial summary of both phases and/or may be missing one component: goals, instructional strategies and/or rationale. Provides little evidence for claims. | Reflection gives little or no information about the two phases. |
| **Teaching**  **Strategies** | Reflection gives an  in-depth analysis of two teaching strategies and their effectiveness; provides more than enough evidence for claims and insight. | Reflection gives an analysis of the main teaching strategy presented and its effectiveness; provides adequate evidence for claims and insight. | Reflection gives partial analysis of the teaching strategy and its effectiveness. Lacking in evidence for claims presented | Reflection gives little or no analysis of a teaching strategy or its effectiveness. |
| **Explain Phase** | Reflection gives an in-depth explanation of the Explain Phase instruction/activity, and overall effectiveness; provides more than enough evidence for claims and insight. | Reflection gives an explanation of the Explain Phase instruction/activity, and overall effectiveness provides enough evidence for claims. | Reflection gives an explanation of the Explain Phase instruction/activity, but requires more evidence for claims. | Reflection gives little or no information about the Explain Phase instruction/ activity and lacks evidence. |
| **Elaborate Phase** | Reflection gives an in-depth explanation of the Elaborate Phase & overall effectiveness; provides more than enough evidence for claims and insight. | Reflection gives an explanation of the Elaborate Phase & overall effectiveness provides enough evidence for claims | Reflection gives an explanation of the Elaborate Phase, but requires more evidence for claims. | Reflection gives little or no information about the Elaborate Phase and lacks evidence. |
| **Strengths &**  **Weaknesses**  **Suggestions for Improvement** | Reflection provides **more than 3 examples** of strengths & weaknesses of the presentation; provides thorough and concise suggestions for future use and/or improvement | Reflection **provides 3 examples** of strengths and weaknesses of the presentation; provides thorough & concise suggestions for future use and/or improvement | Reflection provides **at least 2 examples** of strengths and weaknesses of the presentation; suggestions for future use and/or  improvement lacks detail. | Reflection provides 1 or no example of strengths or weaknesses; little or no information about improvement. |
| **Delivery** | Reflection gives a thorough analysis of their performance including: professionalism, pace, wait time, use of space, class time, etc. | Reflection gives an analysis of their performance including: professionalism, pace, wait time, use of space, class time, etc. | Reflection gives an analysis of their performance but may be missing one or two components. | Reflection attempts an explanation of the student’s performance but is sketchy at best. |
| **Writing Mechanics** | Very well written. Does not contain any errors. Very organized & smooth transitions. | Well written. May contain 1-2 minor errors that do not distract the reader. Organized & smooth transitions. | Contains several spelling and or grammatical errors which makes it difficult to read. | Numerous errors. Very confusing and difficult to follow. No evidence of Proof Reading. |

Possible Points = 28

Points 100% = 25

Points Earned \_\_\_\_\_\_ / 25 Score:

**Additional Comments:**