

Columbia College
Supporting Instruction Across the Curriculum (EAPR105)

Lecture 1

Course Outline

Semester Dates April 22, 2024 to May 25, 2024

Facilitator: Greg Bennett MEd

Email: greg.bennett@columbia.ca

Class Time: Thursdays 5:30PM to 9:30PM
Saturdays 12:30PM to 4:30PM)

Room: Online Delivery via Moodle
and Microsoft Teams

Credit: 3

Prerequisite: None

Note: It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator. Please note that when a holiday falls during the week, your class will be rescheduled for the Friday of that week. Students are required to be present at the rescheduled class.

Course Description:

This course examines the role of an education assistant in the classrooms in different perspectives. The course focuses on providing instructional support to learners through practical classroom-tested strategies. It brings together theory and practice in authentic, meaningful, and productive ways.

Learning Outcomes:

As a result of active participation in these sessions, a student can expect to:

- Understand the role of an education assistant in the learning environment.
- Recognize and be able to explain the components of a dynamic classroom in our current education settings.
- Become familiar with practical classroom-tested strategies that work with students of all ages across the curriculum.
- Discuss the role of equity, diversity, and social justice in the school environment.
- Understand assessment and evaluation and reporting of student progress.
- Explain how differentiated instruction and curriculum meets the needs, interests, and abilities of all students.
- Have reviewed Alberta Education curriculum in English Language Arts, Mathematics, Science and Social Studies.

Course Format:

This 45-hour remote course uses a variety of online teaching/learning methods including discussion, personal reflection, experiential exercises, student presentations, role-plays, group activities and especially case studies. Our faculty aims to create a learning environment where the learner is actively engaged in inquiry, critical thinking and problem solving. The online classroom provides you with a place where you can learn with and from others in a cooperative and collaborative manner.

You are expected to take a very active part in online class discussions in addition to taking responsibility for your own learning. The course expects you to be a positive and co-operative team member. Columbia College uses a facilitation model of instruction where the facilitator's role is to facilitate your learning. The expectation is that you will come to class prepared with pre-class homework completed. Your facilitator will engage you in activities that are based on your completed homework and readings. Your enthusiastic and positive approach in the classroom will create an atmosphere that will help every student develop the knowledge, skills and attitudes that are needed for success.

How you conduct yourself in our synchronous and asynchronous class activities will largely mirror your conduct in society and your future work site. For example, if you tend to ask questions, challenge the ideas of others in a respectful manner, draw out the best from your colleagues, and encourage both group development and task accomplishment in this class, it is likely you will do the same at work. A high level of student involvement and developing professionalism is expected in the online classroom as you work towards your goal.

Required Textbooks and Equipment:

Alberta Education. (2010). *Inspiring action on education*. Edmonton, AB. Retrieved from: <https://www.oecd.org/site/eduilebanff/48763522.pdf> (Students will receive a copy of this article. Also posted on Moodle class.)

Alberta Education. (2010). *Making a difference: meeting diverse learning needs with differentiated instruction*. Edmonton. Retrieved from: https://education.alberta.ca/media/384968/makingadifference_2010.pdf (Full-time students will have received this document in earlier courses. Also posted on Moodle Class.)

Harber, M., & Rao, A. (2019). *The role of an education assistant: supporting inclusion*. Toronto: Canadian Scholars.

Recommended Readings and Resources:

Students may access this source from the College and from home.

Use other academic sources like Google Scholar.

Further Recommended Readings and Resources: N/A

Homework Assignment Due for the First Class:

1. Read Chapter 1 and 2 of The Role of An Education Assistant
2. Read the "Inspiring Action on Education – Article" available on Moodle.
3. Prepare for a graded test based on these readings.
4. As a result of your reading assignment, be prepared to discuss the concepts discussed in this chapters.
5. Read this course outline and prepare to discuss in class.

Evaluation - Assessment of Student Performance:

The final grade in the course will be based on the following elements. Wherever possible facilitators will use rubrics to assess your performance and offer feedback.

| Title of Assignment/Examination | Due Date | Weight |
|--|--------------------|--------|
| Daily Tests (based on assigned readings) | Class 1 through 10 | 20% |
| Asynchronous Activities | Classes 4, 6, 8 | 15% |
| Assignment 1 The Graphic Organizer - Gallery Walk | Class 4 | 10% |
| Assignment 2 Supporting Instruction Across the Curriculum – The Toolkit | Class 7 | 30% |
| Final Project <ul style="list-style-type: none">Part A) 20%Part B) 5% | Class 10 | 25% |

Please note that all homework and assignments are due at 11:59PM on the day of the class (unless otherwise noted).

Grading:

Grades for each component will be added together at the end of the semester. The final total will be translated to the Columbia College's 4.0 grading scale as follows:

Marking and Grading Conversion:

| Description | Letter Grade | Grade Points | Percentage Scale | |
|--------------|--------------|--------------|------------------|----|
| Excellent | A+ | 4.0 | 100 | 95 |
| | A | 4.0 | 94 | 90 |
| | A- | 3.7 | 89 | 85 |
| Good | B+ | 3.3 | 84 | 80 |
| | B | 3.0 | 79 | 75 |
| | B- | 2.7 | 74 | 70 |
| Satisfactory | C+ | 2.3 | 69 | 65 |
| | C | 2.0 | 64 | 60 |
| | C- | 1.7 | 59 | 55 |
| Poor | D | 1.0 | 54 | 50 |
| Failure | F | 0.0 | 49 | 0 |

Please note that to pass this course you must earn at least a "D" (a minimal pass), complete all assignments, and complete the final project.

Submission and Completion of Assignments:

You are expected to submit assignments by the due date. Any late assignments may be assessed a marking penalty of 5% per day. If you are unable to submit an assignment on the due date, you must request an extension **48 hours before** the due date by filling out an *Application for Assignment Extension form (SSPP-F012)*. This form is available in your Team under General Channel await approval from Program Chair.

Attendance Requirements:

Columbia College believes that students are committed to their program and learning experiences. However, it is understood that there are times when students may be absent. Any absences can be viewed as a potentially serious disruption of the learning process and necessary achievement of the learning objectives. Being late is also considered unacceptable as it interferes with the learning opportunities of others. Unavoidable absences or lateness must be reported to the course facilitator in advance. Please refer to Columbia College's *Attendance Policy and Regulations (ADM-P151)* for detailed information on Attendance Requirements.

Academic Integrity:

Academic dishonesty is a serious offence and can result in suspension or expulsion from Columbia College.

There is no tolerance for academic dishonesty and any student caught plagiarizing is subject to serious sanctions as outlined in the *Student Code of Conduct Policy (ADM-P229)*. Students are encouraged to familiarize themselves with this policy and avoid any behavior that could possibly be seen as cheating, plagiarizing, misrepresenting, or putting into question the integrity of one's academic work.

Student Conduct:

It is the responsibility of each student to uphold the expectations and responsibilities outlined in the *Student Code of Conduct Policy (ADM-P229, Columbia College's Commitment to Human Rights and Diversity Policy,)* and any additional requirements established by your program. Generally, each student will:

- be respectful and courteous toward others.
- demonstrate appropriate and supportive communication skills, and coach, assist, advise and otherwise support other students in their studies.
- manage any personal stress and conflict in a positive and resourceful manner and assist others to do the same.
- be dressed in a manner appropriate for their workplace or learning environment, as established by the program.
- conduct themselves in a professional manner about their communication with others and their behavior in class.
- conduct themselves with academic integrity in all their learning activities, tests, exams, and assignments.
- keep up with day-to-day classroom and course expectations.

Important Dates:

| <i>Description</i> | <i>Date</i> |
|---|--|
| Last to add/drop courses | 5 school operating days from the start of the semester OR before the third scheduled class, whichever is greater |
| Last day to withdraw without academic penalty | 50% or less of the semester has been completed |

Appeals:

Please refer to the *Student Appeal Policy (ADM-P177)*.

Students with Temporary or Permanent Disabilities or Medical Condition:

Students with temporary or permanent disabilities or medical condition may apply for accommodations. To be considered for an accommodation, a student must register with Columbia College's Accessibility Services by making an appointment with an Accessibility Services Advisor – Main Office – Bldg. 802 or emailing accessibilityservices@columbia.ca. The Department Chair or facilitator is not able to provide you with any accommodations without you taking this step. Please refer to Columbia College's website to review *the Student Accommodation Policy (ADM-P188)* and *Student Guide to Accessibility Services (SSCM-001)*.

Student Support:

Students should be aware that Life Coaching, Career Services, and Student Support Services (i.e. tutoring, academic strategists, etc.) are available at Columbia College. Inquire how to request these services at the Main Office in building 802. It is the student's responsibility to discuss their specific learning needs with the appropriate service provider.

Class Schedule/Overview:

Please note that this schedule is subject to change. Any changes or cancellations will be emailed to you. It is your responsibility to check the Columbia College email address you have been given daily for any messages from the Department Chair/designate, facilitator or College Administration. It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

| Class | Topics | Pre-Class Readings |
|-------------------|---|--|
| 1 | <ul style="list-style-type: none"> Course overview The Role of the Education Assistant Inspiring Action on Education | <ul style="list-style-type: none"> Role of an Education Assistant Textbook <ul style="list-style-type: none"> Chapter 1 Chapter 2 Inspiring Action on Education – article available on Moodle |
| 2 Asynchronous | <ul style="list-style-type: none"> The Education Assistant as a Professional Introduction to Assignment #2 – Toolkit Making a Difference | <ul style="list-style-type: none"> Role of an Education Assistant Textbook <ul style="list-style-type: none"> Chapter 3 Chapter 4 Making a Difference Booklet – overview of this booklet in class for Toolkit development |
| 3 | <ul style="list-style-type: none"> Mental Health and Wellness Behaviour | <ul style="list-style-type: none"> Role of an Education Assistant Textbook <ul style="list-style-type: none"> Chapter 5 Chapter 6 |
| 4 | <ul style="list-style-type: none"> Social Emotional Learning Due/Present: Assignment #1 – Graphic Organizers Gallery Walk Asynchronous Activity #1 | <ul style="list-style-type: none"> Role of an Education Assistant Textbook <ul style="list-style-type: none"> Chapter 7 Chapter 8 Chapter 9 |
| 5 | <ul style="list-style-type: none"> Cultural Diversity: Indigenous Differentiated Instruction: An Introduction Introduction to Assignment #3 Storybook Final Project | <ul style="list-style-type: none"> Role of an Education Assistant Textbook <ul style="list-style-type: none"> Chapter 10 Making a Difference Booklet <ul style="list-style-type: none"> Chapter 1: Differentiated Instruction |
| 6 | <ul style="list-style-type: none"> Cultural Diversity: Intercultural Asynchronous Activity #2 | <ul style="list-style-type: none"> Role of an Education Assistant Textbook <ul style="list-style-type: none"> Chapter 11 Chapter 12 |
| 7 | <ul style="list-style-type: none"> Supporting all Students Classroom Inclusion Diverse Learners Due: Assignment #2 – Toolkit | <ul style="list-style-type: none"> Role of an Education Assistant Textbook <ul style="list-style-type: none"> Chapter 13 Making a Difference Booklet <ul style="list-style-type: none"> Chapter 8: Students with Disabilities Chapter 9: English Language Learners Chapter 10: Students who are Gifted |
| 8 Asynchronous | <ul style="list-style-type: none"> Academics: <ul style="list-style-type: none"> Supporting Collaborative Strategies Asynchronous Activity #3 | <ul style="list-style-type: none"> Role of an Education Assistant Textbook <ul style="list-style-type: none"> Chapter 14 Chapter 15 |
| 9 | <ul style="list-style-type: none"> Academics: Transitions Diverse Learners | <ul style="list-style-type: none"> Role of an Education Assistant Textbook <ul style="list-style-type: none"> Chapter 16 Making a Difference Booklet <ul style="list-style-type: none"> Chapter 11: English Language Arts Chapter 12: Mathematics |
| 10 | <ul style="list-style-type: none"> Culmination and Celebration of our work together. Customer Service Survey Due: Assignment #3 – Storybook Final Project | <ul style="list-style-type: none"> Final Project (Storybook and Reflection) Due |

Appendix 1 Assignment Outlines

Please note: Students must complete all assignments, tests, and final projects to pass this course.

Daily Tests

Due Date: Each class from classes 1 through 10.

Weight: 20%

Students will be expected to read the assigned chapters in the text and other assigned readings and be prepared to write a graded test based on these reading assignments.

All Daily Tests will:

- will be available on Moodle from 8:30AM on the day of the scheduled class until 11:59 PM the following day.
- Have 30-minute time limits (unless noted)
- Have a one-attempt limit.

Asynchronous Activities

Due Date: 4, 6 & 8

Weight: 15%

Asynchronous activities are those that take place outside of the live lecture/class time. They are intended to build upon critical thinking skills based on material connect to or assigned for that day. Activities are assigned at the conclusion of a live lecture with explicit directions and completion dates. Facilitator support is available should there be any queries.

Asynchronous activities may include but are not limited to:

- Completion of Worksheet/problems- independent and/or collaborative
- Case study review and assessment
- Video responses
- Microsoft Forms
- Microsoft Padlet

Assignment #1 – Graphic Organizer Project – Gallery Walk

Due Date: Class 4

Weight: 10%

Evaluation: Rubric provided

Graphic organizers help students think, organize, and learn information in an organized way. They appeal greatly to visual learners. Look at the website http://edhelper.com/teachers/graphic_organizers. There are many graphic organizers on the internet.

The above website is only one example. You can also ask about graphic organizers at your practicum site. You are to select **5** graphic organizers that you think would be helpful to support a target audience/s. Prepare these for **Class 4** and be prepared to share your screen to create a virtual Gallery Walk. Be prepared to present them to the class. In breakout spaces, take approximately 3 to 5 minutes and explain to the class how the graphic organizers would be used. Indicate where you found the graphic organizer.

How to avoid plagiarism?

The simplest way to avoid plagiarism is to reference any source properly (using both in-text, parenthetical citations in the body of your assignment and a "References" page at the end. While it is commonplace to build upon the knowledge of others, it is necessary to clearly state the sources and foundations of that knowledge.

Assignment #2: Supporting Students Across the Curriculum – A toolkit.

Due Date: Class 7

Weight: 30 %

Evaluation: Rubric provided

The focus of this Toolkit project is to demonstrate your knowledge of how you will help provide instructional support through practical classroom-tested strategies. You are to bring theory and practice together. Select **3** different practical supportive strategies for each of the following learning areas – English Language Arts, Mathematics, Science, English Language Learners, Learner Supports and Behavioral Supports:

1. Describe each strategy.
2. Identify who you would use each strategy with
3. Explain how you would use each strategy.
4. Explain why you chose each strategy (connection to theory and practice)
5. Describe in detail how each strategy will support the learner.

This will make a total of **15 strategies**. Provide citation and references according to APA- See your ENG110 text for reference. This document will be approximately 750 to 1000 Words with use of visuals.

What you present in this toolkit should demonstrate:

- Knowledge of Alberta Education's curriculum
- Knowledge of Alberta Education's *Inspiring Education*
- An understanding of the diverse needs of students in the classroom
- That you have researched to prepare this toolkit (usage of reputable sources)

Final Project: Storybook and Reflective Writing

Due Date: Class 10

Weight: 25%

Part A) 20%

Part B) 5%

Part A:

You will create a **story book** with a beginning, middle and end. Your story will present **three or more topics** covered in our classes - EAPR 105. Remember to bring the theory from your textbook into your practice. It is a hands-on assignment based on the theory learned in class. You can create a paper book with drawings or real pictures, a PPT Presentation, PDF Doc. or you can create an online book using a (free) program, such as:

<https://www.mystorybook.com/>

Sample: <https://www.mystorybook.com/books/763644>

You will present your story during our Class # 10 (5 minutes max.)

There are other online storybook makers, feel free to explore them. Try to use their free options, even though some will not have all their features available through their free version. Please, do **not** pay for these websites to create this book!

See next page for PART B expectations.

Part B:

You will be required submit a minimum 300-word rationale and explanation of your choice of topics (3) chosen. In this short Reflective Writing Exercise, you will need to address the EAPR105 topics you chose to address in your story and what the deeper meaning of your story is.

One way to think about it is: you are creating a “jacket cover” of a book.

Writing Assignment Expectations:

- **Objective:** The objective of this writing assignment is to critically apply concepts, ideas, and procedures to facilitate higher level learning. The assignments are designed so students can demonstrate the depth of knowledge related to the course content.
- **Focus:** This assignment is designed to apply knowledge from the chapters and class discussions.
- **Format:** This assignment should be typed and double-spaced. Do not include title pages. Include your name at the top of each page. A minimum of one-inch margins on each side. 12-point acceptable font is preferred. Each assignment should have a **minimum length of 300 words but is not to exceed 500 words**. This assignment will be assessed using the **Reflective Writing Response Rubric**.

How to avoid plagiarism?

The simplest way to avoid plagiarism is to reference any source properly (using both in-text, parenthetical citations in the body of your assignment and a “References” page at the end. While it is commonplace to build upon the knowledge of others, it is necessary to clearly state the sources and foundations of that knowledge.

Assignment Rubrics

**Columbia College
Rubric for the Graphic Organizer
Last Revised: April 2020.**

| Student's Name | Course Code | Date | Facilitator/Evaluator's Name | | | Score |
|---|---|---|--|--|--|-------------------------|
| Skills/points | 10 | 8 | 6-5 | 4-3 | 2-0 | Total of Points: |
| Use of examples and details to support points being made | <ul style="list-style-type: none"> • Uses specific and convincing examples and details making the graphic organizers insightful. | <ul style="list-style-type: none"> • Uses relevant examples and details to create a good graphic organizer | <ul style="list-style-type: none"> • Uses some examples and details to support points being made. • Minimal examples, limited details and explanation. | <ul style="list-style-type: none"> • Uses incomplete or vaguely developed examples and/or details. • More examples, details, and explanation needed. | <ul style="list-style-type: none"> • No examples or details to support points being made. • Limited attempt. | |

| | A | B | C-D | F | Score |
|--|--|---|--|--|--------------|
| | 5 | 4-3 | 2 | 1-0 | |
| Mechanics, Grammar, Professional Format | <ul style="list-style-type: none"> • Mainly error free. • Referenced sources. • Meets and exceeds all requirements for an excellent academic response. • Meets and exceeds all requirements of the assignment. | <ul style="list-style-type: none"> • A few minor errors in usage, grammar, or mechanics. • Generally referenced sources. • Meets most requirements for a well-written academic response. • Meets most requirements of the assignment. | <ul style="list-style-type: none"> • Frequent errors in usage, grammar, and mechanics, beginning to interfere with the readability and meaning of the paper. • Referenced inconsistently sources used. • Meets a few requirements for an acceptable academic response. • Meets a few requirements of the assignment. | <ul style="list-style-type: none"> • Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper. • Did not acknowledged sources used. • Meets few requirements for an acceptable academic response. • Meets little to no requirements of the assignment. | |

Score /15:

Facilitator/Evaluator's Comments:

Columbia College
Tool Kit Marking Rubric
 Revised 2015

| Student's Name | Course Code | Date | Facilitator/Evaluator's Name | | |
|--|--|--|--|---|-------|
| Area | A 10-9 | B 8-7 | C-D 6-5 | F 4-0 | Score |
| Quality of Response Content/Ideas | <ul style="list-style-type: none"> • Demonstrates reflection, insight, and accurate interpretation of assignment. • States main idea/opinion clearly. • Provides support for the main idea through numerous, relevant sources. | <ul style="list-style-type: none"> • Demonstrates reflection and accurate interpretation of assignment. • States main idea /opinion clearly. • Provides support for the main idea through number of relevant sources. | <ul style="list-style-type: none"> • Demonstrates limited response to assignment. • Partly identifies main idea/opinion. • Attempts some support for the main idea, but it is limited in applicability. | <ul style="list-style-type: none"> • Creates limited response that is hard to follow. • Main idea/opinion not identified. • Uses little to no references to support opinion. | |
| Analysis | <ul style="list-style-type: none"> • Explores issue thoroughly and with insight, developing a clear, original position with persuasive examples. • Demonstrates sound logic. • Demonstrates excellent critical thinking and problem-solving skills. | <ul style="list-style-type: none"> • Explores issue well, developing an original position with and good examples. • Demonstrates good logic. • Demonstrates very good critical thinking and problem-solving skills. | <ul style="list-style-type: none"> • Defines the issue but explores it inadequately. • Uses examples inconsistently and/or examples are lacking. • Demonstrates weakness in logic. • Demonstrates weak critical thinking and problem-solving skills. | <ul style="list-style-type: none"> • Defines issue inadequately, demonstrating a simplistic view. • Lacks logic. • Demonstrates poor critical thinking and problem-solving skills. | |

| Area | A 10-9 | B 8-7 | C-D 6-5 | F 4-0 | Score |
|-----------------------------------|--|---|--|---|-------|
| Style Expression of Ideas | <ul style="list-style-type: none"> • Uses highly effective, clearly focused, varied sentences, addressing audience and purpose. • Incorporates knowledge of stylistic techniques. • Conveys all ideas with originality and clarity. • Uses rich, accurate and effective word choice. • Consistently demonstrates original, sincere and compelling personal voice. | <ul style="list-style-type: none"> • Mostly uses effective, well structured, focused, varied sentences, addressing audience and purpose. • Demonstrates use of stylistic techniques. • Conveys most ideas with originality and clarity. • Uses accurate and effective word choice. • Mostly demonstrates original, sincere personal voice. | <ul style="list-style-type: none"> • Demonstrates limited attempts at creating varied sentences to address audience and purpose. • Often sentences are somewhat awkward. • Little attempt at using stylistic techniques. • Conveys some ideas clearly. • Uses vague, ineffective word choice. • Demonstrates little to no development of a personal voice. | <ul style="list-style-type: none"> • Uses simplistic sentence structures that are awkward and do not address audience and purpose. • No stylistic devices attempted. • Most ideas are not conveyed clearly. • Inadequate word choice. • No evidence of a personal voice. | |
| Organization and Structure | <ul style="list-style-type: none"> • Creates a sophisticated, well developed beginning, middle and conclusion. • Connects all ideas logically. • Uses a variety of carefully crafted sentence structures. • Consistently establishes appropriate paragraphing and transitions. | <ul style="list-style-type: none"> • Creates a well-developed beginning, middle, and conclusion. • Connects most ideas logically. • Uses a variety of well-structured sentence • Most of the time establishes appropriate paragraphing and transitions | <ul style="list-style-type: none"> • Creates an unfocused beginning, middle and a simple conclusion. • Creates answer that is poorly structured. • Uses some sentence variety with errors that begin to interfere with meaning. • Shows faulty paragraphing and lack of transitions. | <ul style="list-style-type: none"> • Creates a limited response with no clear beginning, middle, and conclusion. • Creates confusion in structure. • Uses little to no sentence structure variety. • Many structural errors • Weak to no paragraphing or transition. | |

| Area | A 5 | B 4 | C-D 3 | F 2-0 | Score |
|--|---|---|--|--|-------|
| Mechanics, Grammar, Professional Format | <ul style="list-style-type: none"> Mainly error free. Uses APA citation correctly. Meets and exceeds all requirements for an excellent academic response. Meets and exceeds all requirements of the assignment. | <ul style="list-style-type: none"> A few minor errors in usage, grammar, or mechanics. Generally, uses APA citation correctly. Meets most requirements for a well written academic response. Meets most requirements of the assignment. | <ul style="list-style-type: none"> Frequent errors in usage, grammar, and mechanics, beginning to interfere with the readability and meaning of the paper. Uses APA citation inconsistently and with errors. Meets a few requirements for an acceptable academic response. Meets a few requirements of the assignment. | <ul style="list-style-type: none"> Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper. Many errors in APA citation, demonstrating lack of citation knowledge. Meets few requirements for an acceptable academic response. Meets little to no requirements of the assignment. | |

Plagiarism: A “0” grade will be given to a paper where significant sections of the paper were copied from other, unattributed sources.

Total Score out of 25:

Facilitator/Evaluator’s Comments:

Columbia College
Final Project Rubric
 Last Revised: January 22, 2018

| Student's Name | Course Code | Date | Facilitator/Evaluator's Name | | | |
|---|--|---|--|---|--|-------|
| Skills | 10-9 | 8-7 | 6-5 | 4-3 | 2-1 | Score |
| Depth of Understanding | <ul style="list-style-type: none"> • Demonstrates a conscious and thorough understanding of the theories chosen. • Demonstrates excellent insightful reflection. | <ul style="list-style-type: none"> • Demonstrates a thoughtful understanding of the theories chosen. • Demonstrates good reflection. | <ul style="list-style-type: none"> • Demonstrates a basic understanding of the theories. • At times, information is not always clear. • Demonstrates satisfactory reflection. | <ul style="list-style-type: none"> • Demonstrates a limited understanding of the theories. • Needs to develop more effective reflective practice. | <ul style="list-style-type: none"> • Demonstrates little or no understanding of the theories. • Response is not clearly written. • Limited to no reflection demonstrated. | |
| Use of examples and details to support points being made | <ul style="list-style-type: none"> • Uses specific and convincing examples and details making the book insightful. | <ul style="list-style-type: none"> • Uses relevant examples and details to create a good book. | <ul style="list-style-type: none"> • Uses some examples and details to support points being made. More examples, details and explanation needed. | <ul style="list-style-type: none"> • Uses incomplete or vaguely developed examples and/or details. More examples, details, and explanation needed. | <ul style="list-style-type: none"> • No examples or details to support points being made. Limited attempt. | |
| Cohesiveness of Response | <ul style="list-style-type: none"> • This reflection provides a clear picture of the student's thinking on the subject matter. • Thoughts are presented in a good logical, convincing order. | <ul style="list-style-type: none"> • This reflection gives a good understanding of the student's thinking on the subject matter. • Thoughts are usually presented in a clear and logical way. | <ul style="list-style-type: none"> • Most of the time this reflection provides an acceptable indication of the student's thinking on the subject matter. • Most of the time thoughts are presented in a sequential manner. | <ul style="list-style-type: none"> • This attempted reflection does not provide a clear picture of the student's thinking on the subject matter. • Thoughts are often presented in an inconsistent and illogical order. | <ul style="list-style-type: none"> • This response is confusing, and ideas do not tie together. | |
| Presentation | 5 | 4 | 3 | 2 | 1 | |
| Professional Presentation | <ul style="list-style-type: none"> • Professionally presented, meeting all requirements. | <ul style="list-style-type: none"> • Mostly professionally presented, meeting most requirements. | <ul style="list-style-type: none"> • Satisfactory presentation. | <ul style="list-style-type: none"> • Lacks adequate professional presentation. | <ul style="list-style-type: none"> • Not presented professionally. | |

Total Score out of 35:

Facilitator/Evaluator's Comments:

Columbia College
Short Writing Reflective Rubric
 Last Revised: March 2020

| Student's Name | Course Code | Date | Facilitator/Evaluator's Name | | | |
|--|--|--|--|--|--|--------------|
| Area | 10 | 8 | 6-5 | 4-3 | 2-0 | Score |
| Depth of Reflection | <ul style="list-style-type: none"> Reflection reveals a thorough insight of the subject matter. Shows depth of critical thinking. Uses specific and convincing examples to support reflective statements. | <ul style="list-style-type: none"> Reflection reveals insight into the subject matter. Often there are thoughtful statements. Uses well-chosen examples to support reflective statements. | <ul style="list-style-type: none"> Reflection reveals a basic understanding of the subject matter with an effort at reflection. At times, some reflective statements are evident. Uses some examples to support ideas on the subject matter and reflections. | <ul style="list-style-type: none"> Reflection is limited. The writer produces some basic understanding of the subject matter. Uses limited number of examples to support ideas. This seriously affects the integrity of the reflection process | <ul style="list-style-type: none"> Little to no reflection is present. Uses few to no examples. | |
| Mechanics, Grammar, Professional Format | <ul style="list-style-type: none"> Mainly error free. Uses APA citation correctly where applicable for referencing sources. Meets and exceeds all requirements for an excellent academic response. Meets and exceeds all requirements of the assignment. | <ul style="list-style-type: none"> A few minor errors in usage, grammar, or mechanics. Generally, uses APA citation correctly where applicable for referencing sources. Meets most requirements for a well written academic response. Meets most requirements of the assignment. | <ul style="list-style-type: none"> Frequent errors in usage, grammar, and mechanics, beginning to interfere with the readability and meaning of the paper. Uses APA citation inconsistently and with errors when sources are used. Meets a few requirements for an acceptable academic response. Meets a few requirements of the assignment. | <ul style="list-style-type: none"> Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper. Many errors in APA citation, demonstrating lack of citation knowledge when sources are used. Meets few requirements for an acceptable academic response. Meets little to no requirements of the assignment. | <ul style="list-style-type: none"> No attempt or inclusion of APA referencing Does not meet requirement of an academic response. Meets no requirements of the assignment. | |

Total Score out of 20:

Facilitator/Evaluator's Comments: