Reflection

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| Name: Erica Bach | Grade: 7 | | Subject: Math |
| Lesson Title: Rubric for Linear Relationships Learning Contract | | | |
| **How I would use the lesson**  This rubric is used for a learning contract activity. The learning contract acts as a mini-assessment for our linear relationships unit, and the students will be completing different tasks based upon their learning profile. I wanted to create a rubric that could be used for any of the tasks, so students would know that they all have the same expectations, and they are all learning the same thing, just in a different way.  I plan to give students this rubric at the beginning of the activity, while we are going over directions and expectations. Students will be asked to keep the rubrics out or near during work time, so they can reference it to ensure they are presenting quality work. Students will also be asked to fill out the rubric themselves before turning in their project. If I give them a vastly different score than they gave themselves, I will take time to conference with them about their score. | | **Challenges**  This rubric is general and meant to be used for any product that students create for this assignment. One concern I have is students being unable to understand that different products can have the same standards and expectations. If they don’t understand the rubric and its value, they are unlikely to reference it while they are working, and will probably randomly fill out scores before they turn their project in.  I want students to really understand the criteria presented on the rubric. One way I can do this is make sure to thoroughly go over it together as a class before we begin working. Instead of the teacher giving examples, I think it would be meaningful to ask students what the criteria mean and what a product meeting that criteria would look like. It may also be helpful to have an example of exemplary work to help students understand the expectations. Since I have not done this activity before, I do not have any student examples. I also think sometimes examples can stifle students’ creativity, as they try to emulate the example instead of coming up with an original idea. | |
| **How I will know it is working**  I will know this rubric is working and meaningful when students create and turn in quality work that meets the expectations presented in the rubric. I will also know it is working when I see students referring to the rubric while they are working, and thoughtfully filling it out before turning in their completed projects. I will be very excited about this rubric if I see the students in pairs discussing the criteria while they are planning or working on their tasks, or if students ask me questions about the criteria while they are planning or working. Any tool I use in the classroom is meant to support student learning in some way, so this rubric should help students produce quality work that thoughtfully presents and compares different linear relationships. | | | |