

Reflection Rubric Details - Monitoring

Monitoring: Description of a difficulty, circumstances under which it occurred, how one knows there is a problem, and how this difficulty relates to a learning expectation.

Monitoring Reflection Prompt: What is one difficulty you are (or were) most concerned about? Be specific. Include a description of how you know (or knew) you are (or were) having this difficulty.

Monitoring Rubric Item: R1 Identify a specific learning need

Note: Students may describe something related to Monitoring in response to other reflection prompts. Encourage them to sort their responses in the future.

Code	Description	Sufficiently Detailed	Vague	None
Difficulty	Clearly identify a learning concern	Difficulty identified must be specific (e.g., concept within a larger topic)	Points generally to: <ul style="list-style-type: none"> a topic area homework, problem #, teaming, tool (e.g., MATLAB)... with nothing specific generic study skills (e.g., time management) without a specific tie to the course activity 	No learning concern identified
Experience	Clearly describe experience in which learning concern arose (context)	Specifics provided time, place, feelings, problem details... tells a clear story about specific instance/problem being solved	<ul style="list-style-type: none"> Points to issue generally in one assignment/instance or across multiple assignments/instances. Indicates “don’t know how” to do something but doesn’t provide detail 	No experience described
Identification	Describe how the learning concern was identified (the evidence).	<ul style="list-style-type: none"> Explicitly answering the question: How do you know you are having a problem? Needs to describe the state of things at time of identification. 	Only indicating the trigger that makes them aware of the current learning concern (e.g., can’t complete task, right/wrong indicator in feedback from instructor)	<ul style="list-style-type: none"> No information provided about how problem was identified Only indicates generally “doesn’t know how” without specifics
Standard	Make explicit reference to learning expectations or other standard	<ul style="list-style-type: none"> Clearly connects learning concern/difficulty <u>to</u> what is being learned in the course (e.g., what does your learning difficulty have to do with this expectation?) Might point to explicitly to standards might drawn from course learning objectives, assignment instructions, personal goals 	<ul style="list-style-type: none"> Provides a standard but does not connect back to learning concern/difficulty Points to assignment deliverable needed without explaining what is being learned by generating the deliverable Examples of standards: learning objectives, class guides, personal description of what “it” should look like, instructor feedback 	No attempt to generalize - connect the difficulty to expectations for learning