

THE 3 Rs RAFT PRE-ASSESSMENT SURVEY

Name: _____

Use this chart to rate your experience creating different products. Add any other products you enjoy creating.

I know how to:	Yes	No	Not sure
Write a journal entry			
Audio-record my own stories or experiences			
Create a storyboard			
Create a comic strip			
Give an oral presentation			
Write an article			
Write a letter			
Answer interview questions			
Use a camera			
Communicate using Twitter/blogs			

I enjoy:	Yes	No	Not sure
Writing journal entries			
Audio-recording my own stories or experiences			
Creating storyboards			
Creating comic strips			
Giving oral presentations			
Writing articles			
Writing letters			
Answering interview questions			
Explaining ideas using photos			
Communicating using Twitter/blogs			

Consider your experiences and what you enjoy doing. Indicate your top three product choices for this assignment by circling or highlighting each one.



THE 3 Rs OF REFLECTION: RETELL, RELATE, REFLECT

The 3 Rs of Reflection	Prompts/Sentence Starters
<p>1. RETELL <i>Retell</i> what you did—describe the placement experience:</p> <ul style="list-style-type: none"> Summarize the task, sequence of events, or significant aspects of the experience 	<p>The task that I had to do was... I noticed that... The skills I used were... This was about...</p>
<p>2. RELATE <i>Relate</i> (make connections) to your current skills, knowledge, ways of thinking, or to the related course:</p> <ul style="list-style-type: none"> Compare this task/experience to a previous personal, school or work task/experience. What is the same? Different? and/or Compare your current knowledge, skills and/or ways of thinking to those required for the task/experience (self-assessment) and/or Compare the knowledge and skills that are required for a particular task at the placement to those learned in the related course 	<p>This reminds me of... Something I identify with is... I also learned a bit about this when... I used these skills before when I... An area of strength for me is... In the related course we learned ... These experiences are similar in that . . . A key difference is... I used to think that... but now...</p>
<p>3. REFLECT <i>Reflect</i> on new learning and next steps:</p> <ul style="list-style-type: none"> Explain new insights/understandings, skills and/or accomplishments related to placement tasks/experiences Share next steps (e.g., next steps for learning in this area), what to do next time in a similar situation, questions, areas for improvement 	<p>I have learned that... I have improved at... I understand now that... A question I want to think about is... Something that pushed my own thinking was... I still need to work on.... An opinion I have formed is... because...</p>



THE 3 Rs OF REFLECTION BLANK TEMPLATE

Name: _____

THREE-STEP REFLECTION PROCESS

1. RETELL (describe)

2. RELATE (connect)

3. REFLECT (explain new learning and/or decide next steps)



THE 3RS OF REFLECTION CHECKLIST



Name: _____

RETELL

- I describe my placement learning experience by summarizing its significant aspects or by listing the sequence of events

RELATE

- I compare my placement task or experience to a previous personal, school or work task/experience:
- What is the same?
 - What is different?

and/or

- I compare my current knowledge, skills and/or ways of thinking to those required for the placement task/experience

and/or

- I compare the knowledge and skills required at my placement to those learned in the related course

REFLECT

- I describe new learning (knowledge, skills, ways of thinking) related to the placement task/experience (e.g., what I learned about safety in the workplace)
- I list next steps for further learning in this area



THE 3Rs OF REFLECTION RAFT



Name: _____

For your second integration class:

- Use the 3 Rs of Reflection (Retell, Relate, Reflect) to tell about a time when you learned from experience
- Select an audience, format and topic from the RAFT below

If you wish to choose your own topic, audience and/or format or mix and match those below, check with your Co-op teacher first.

ROLE	AUDIENCE	FORMAT	TOPIC
You	Twitter subscribers or bloggers on the Co-op experience	A series of tweets or a short blog with or without images	Tell your audience about a time when you learned from one of the following experiences: <ol style="list-style-type: none"> 1. The importance of being able to work effectively with others in the workplace 2. The importance of health and safety at my placement 3. The importance of confidentiality 4. The importance of workplace ethics 5. The importance of the knowledge and skills required to perform a task at your placement and how you have developed these through experience
	Other Co-op students	Photo gallery with a brief description for each photo	
	A potential employer	Answers (oral or written) to one or two questions asked by the employer in a job interview	
	Learning from Experience awards committee	Oral presentation or written letter to the committee	
	A best article selection committee	A short 3–5 paragraph story about you that you hope will be published in the career education publication <i>Ontario Prospects</i>	
	News reporter	A short response to an interview question on one of the topics; audio or video recorded	
	You	Journal entry: advice to self	
	Television (or daily newspaper) audience for the new show <i>Learning in the Workplace</i>	Story board (or comic strip)	



THE 3RS OF REFLECTION LEARNING CONTRACT



Non-negotiable

Use the 3 Rs (Retell, Relate, Reflect) to explain your learning.

Negotiable:

1. Topics:

Select one of the topics below for your reflection:

- a) Skills and knowledge that I require at my placement
- b) Skills and knowledge that I require at my placement—connections to my related course
- c) The importance of confidentiality in the workplace—what I have learned
- d) Workplace ethics—what I have learned
- e) Interpersonal skills in the workplace—what I have learned
- f) Health and safety in the workplace—what I have learned

2. Formats:

Select one of the following presentation formats for your reflection:

- a) Written reflection—point form or paragraph
- b) Recorded oral reflection (mini recorder)
- c) Presentation software—slides with images and graphics

Optional

- a) Make a two-minute presentation of reflective learning during an Integration class
- b) Act as a guest speaker in a Co-op or Career Studies class



THE 3 Rs OF REFLECTION RUBRIC

Name: _____

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding	The student:			
Retell <input type="checkbox"/> Describes the placement learning experience by summarizing its significant aspects or listing the sequence of events	Describes the placement experience with limited depth	Describes the placement experience with some depth	Describes the placement experience with considerable depth	Describes the placement experience with a high degree of depth
Thinking	The student:			
Relate Makes connections to own skills, knowledge, ways of thinking or to the related course by: <input type="checkbox"/> Comparing a placement task/experience to a previous personal, school or work task/experience. What is the same? Different? and/or <input type="checkbox"/> Comparing personal knowledge, skills and/or ways of thinking to those required for a particular placement task/experience and/or <input type="checkbox"/> Comparing the knowledge and skills required at the placement to those learned in the related course	Makes comparisons that have limited relevance to each other Compares aspects (e.g., of task, skills, ways of thinking) in limited depth	Makes comparisons that have some relevance to each other Compares aspects (e.g., of task, skills, ways of thinking) in some depth	Makes comparisons that have considerable relevance to each other Compares aspects (e.g., of task, skills, ways of thinking) in considerable depth	Makes comparisons that have a high degree of relevance to each other Compares aspects (e.g., of task, skills, ways of thinking) in a high degree of depth
Reflect <input type="checkbox"/> Explains new learning (knowledge, skills, ways of thinking) <input type="checkbox"/> Outlines next steps for learning in this area	Explains new learning in limited depth Outlines next steps that have little relevance to the learning that is required	Explains new learning in some depth Outlines next steps that have some relevance to the learning that is required	Explains new learning in considerable depth Outlines next steps that have considerable relevance to the learning that is required	Explains new learning in a high degree of depth Outlines next steps that have a high degree of relevance to the learning that is required

A rubric is an assessment tool used in assessment **for** and **of** learning. Before beginning to work on a task, students should be engaged in co-constructing the criteria to ensure that they know what success “looks like.” The rubric can be used to guide assessment **for** learning throughout the process. When the purpose is assessment **of** learning (evaluation), the rubric provides the basis for decision making about the student’s level of achievement using the agreed-upon criteria.

