**Writing the End of Year Reflection**

**10th Grade**

**Essential Question:** What have I accomplished in school this year (Academic)? What do I hope to do in the future (Career)? Who am I (Citizenship)?

**Objective:** The student will write an analysis of growth throughout the current school year, guided by evidence from the portfolio.

**Materials:**

End of Year Reflective Paper – Pre-Write Worksheet

Reflective Paper example

Portfolio for supporting evidence

**Time:** Due June 1

**Procedure:**

1. Ask students to THINK/PAIR/SHARE the following question: “What were the best and the most challenging things about this academic school year for you personally?” Give time for them to think, pair and then to share their responses. Explain that in order to write the Senior Paper they will reflect back over all four years. Recording experiences and thoughts, in writing, from each year will make it easier to observe growth and remember experiences over all four years.

2. Explain to students that each year they are required to write a reflection for their portfolio.

3. Distribute and review the End of Year Reflective Paper – Pre-Write Worksheet.

4. For 10th grade, ask a volunteer to read the example paper provided. Some teachers have encouraged their students to make notes on their worksheet while the example is read.

5. Walk through each section of the Pre-Write and brainstorm on large poster paper, white board or Doc camera ideas to help students with their pre-write.

6. Provide work time to complete the Pre-Write, reminding students to refer to their portfolio for evidence.

7. Require students to complete the rough draft reflection (minimum 5 paragraphs) on a piece of lined paper (they may choose to type).

9. Provide time for students to peer-edit their rough draft papers. Have students make corrections to their paper based on the feedback, thus writing the final draft.

10. The Final Draft Reflective Paper goes in the portfolio in the Culminating

Project section.

**Excerpt from The Power of Reflection by Kevin Eikenberry**

“When people think of the word ‘reflection’, they typically think first of a mirror. After all, we use it as a part of our normal morning routine. We walk to the bathroom and look at ourselves in the mirror. We do that, out of habit, to see how we look and to help us improve our appearance for the day ahead. Mirrors are useful tools in our day. In a short amount of reflection time we get information about ourselves that helps us have a more successful and enjoyable day. Most of us would miss having a mirror around, and some perhaps wouldn’t think they could live without one.

It puzzles me that while we use the power of reflection with a mirror as our tool; too few of us, far too infrequently use the greater powers that reflection can bring to our lives for much greater good. In other words we use a mirror to improve our outward appearance, but may not use the reflection tools that will improve us from the inside – in our minds and behaviors.

Most of our deep beliefs and ideas about learning come from our school experiences. In school, for the most part, reflection doesn’t play much of a role in the learning process. We are always learning the next thing, solving the next problem. Rarely are we asked to look back and review our experiences to help us improve or learn more in the future.

In its simplest form, reflecting is just thinking about:

* What happened?
* How did I feel about it?
* Why did it happen that way?
* How does this remind me of other situations?
* What will I do now differently for the future?

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These questions form the backbone of effective reflective learning. They help us look at the events and results from a variety of angles, but lead us to the most important question, **‘knowing what I now know, what will I do differently?’”**