

UNIVERSITY OF  
PUERTO RICO  
DEPARTAMENTO DE  
EDUCACION

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INGL-3425:  
TEACHING WRITING

TEACHING WRITING  
PORTFOLIO

GENESIS A.  
CARTAGENA



## II. Introduction

Welcome to my Teaching Writing Portfolio, a collection of curated reflective practices on my journey, philosophy, and strategies as an educator in fostering effective communication and critical thinking through writing. I compiled this partial portfolio to illustrate my work over this semester. This portfolio showcases my commitment to fostering a dynamic student-centered learning environment in which the act of writing becomes both process and product. From the work represented in the portfolio, I am supposed to demonstrate the change that occurred and my growth as a student teacher. Works that represent a culmination of my experiences and thus achievements have served as and remain resources that I would draw later on when operating in other classroom contexts. This portfolio contains statements representing my views about teaching: writing statements, teaching activity writing, many lessons delivered, and two detailed assessments. I have also included some teaching writing examples like rubrics and checklists to present a holistic approach to my pedagogy. Toward the end, you will find a reflective analysis summarizing my journey in teaching writing, acknowledging both successes and areas of improvement. Let me bring into view that though there were setbacks and mistakes in some way, it was in those instances that I got to learn from them, which helped me adjust my approach until I could present you with refined and polished work. This portfolio also contains reflections on my teaching practice and samples of student work, which are a part of the reciprocal process of learning between educator and student. I aim to continue growing and changing as an instructor, shaping my approaches so that they are responsive to diverse learners. Thank you for taking the time to read this portfolio. I hope it gives a sense of my commitment to teaching writing and encourages further conversations about best practices in education.

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### III. Beliefs on Teaching Writing Statement

Standing out as a probable teacher and an enactment of the fourth year into training, the mere mention and thought of venturing into the classroom to teach writing evokes a surge of feelings that include excitement, coupled with apprehension. Writing is, for its intimacy as it is globally utilitarian. It makes me approach guiding the skill with monumental gravity. The experiences and reflections through my education, crystallized the well-focused manner in which I will be going about teaching writing.

In my view, writing is a tool first and foremost for self-expression, critical thinking, and communication. It provides the student with an opportunity to connect personal experiences to the greater world, to express an idea, and to enter into conversation. This is not a grammar lesson or essay format class; rather, it is about creating an environment that empowers students to take risks with their writing and to develop their unique voice.

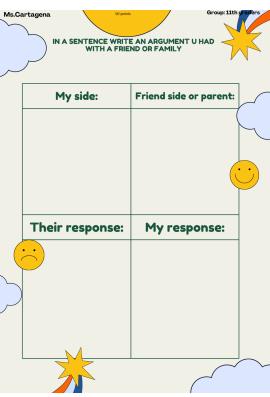
One of my core beliefs is that all students are writers. Too often, students feel discouraged by rigid standards or fear of failure, believing that they're "not good at writing." My goal is to dismantle this mindset by reinforcing that writing is a process, not a product. Drafting, revising, and reflecting are a part of the writing journey. Mistakes are not failures but growth opportunities. I want my students to realize that even very accomplished writers begin by producing messy first drafts. Equally, I want students to produce writing that is purposeful and authentic.

The assignment needs to connect to their lives, interests, and aspirations. Whether through writing a persuasive letter on a community issue, a narrative about an experience that has touched their life in some way, or an analysis of a favorite book, students engage more when they see purpose in their work. I want to provide them with opportunities to write for real audiences-peers, parents, and local community members the efforts feel meaningful. The essence of equity and inclusion stands at the core of my teaching philosophy. Each student

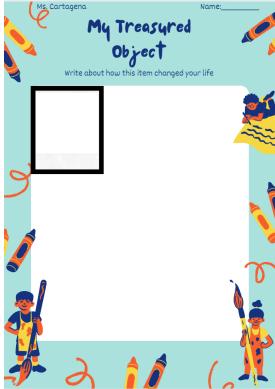
carries through the classroom door a different background, voice, and perspective; such differences should be celebrated in their writing. I hope to foster an environment that values story and linguistic diversity. For multilingual and/or dialectical students, I encourage drawing from such linguistic strengths, rather than presenting such a difference as an obstacle. While I am eager to embrace these ideals, I also know that teaching writing comes with challenges.

Not every student will love writing or find it easy, and balancing individual needs with curriculum standards can be scary. However, I see these challenges as opportunities to grow alongside my students. My nervousness emanates from this overriding desire to do justice to such an important subject, but I remind myself that teaching is similar to writing: it's a process where one learns from mistakes and gradually improves. In all, my classroom should be the place where students find the magic behind writing. I want them to be inspired to think deeply, to communicate efficiently, and to express themselves honestly. I recognize the significance of creating a writing curriculum that empowers and engages all learners. By aligning my teaching practices with these research-based principles, I can better support students in developing their unique voices and becoming proficient communicators in various contexts. Moving forward, I am committed to incorporating these beliefs into my instruction, ensuring that writing remains a dynamic, meaningful, and inclusive process for all students. Writing has been a staple in my education and personal growth, and I am both nervous and excited to teach to my future students.

IV. Teaching Writing Activities (5)

Teaching Writing Activity	Describe the activity and what students will do.	List the writing concepts and skills put into practice in the activity.	Why do you believe this would be a good activity to use?
<p>Chapter 7 "Aine's Four-Square Argument Chart" For 8th Graders</p> 	<p>You make a table in which all sides are columns and every row represents one of the key points you are comparing. For example, you are comparing views about school uniforms. The rows could include "cost," "self-expression," "school spirit," and "mornin' routine." Then, you glance at it, it's like an argument map. Then you fill in the boxes with all the different</p>	<p>Skill: Comparing the arguments forces writers to become very articulate and precise because there are often subtle shades of difference.</p> <p>Writing Concept</p> <p>Good writing is distinguished by clarity of language and thought in writing essays, reports, or persuasive pieces.</p> <p>Skill: When comparing arguments, writers have to take a clear stance. Is one</p>	<p>This teaches you to be able to compare and analyze different opinions or standpoints, which is very helpful in everyday situations.</p> <p>Whether it's just choosing between large purchases or trying to solve a problem at work, knowing how to lay out all the options and weighing them against each other will benefit you greatly. So practice this skill of making</p>

	<p>information for each argument. On the uniform debate, under "cost," you could put in the pro-uniform column: "saves money in the long run." For the anti-uniform column, you might write: "expensive upfront cost." Then, for "self-expression," the pro says: "focuses on personality, not clothes," and the anti says: "limits individual style." It's like organizing your thoughts on paper. You can see all the pros and cons next to one another, which makes it way</p>	<p>argument more supported than the other? Or is the writer synthesizing the elements of both? Once they start supporting that with evidence, then their reasoning becomes stronger.</p> <p>Writing Concept Formulating a thesis and building arguments with evidence and analysis is a foundational skill for argumentative and analytical writing.</p>	<p>charts now and set yourself up for success down the line.</p>
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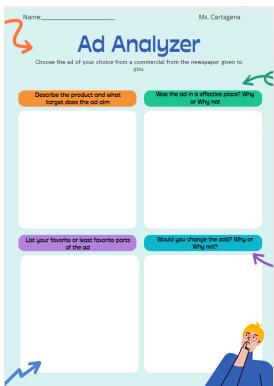
	<p>easier to find the patterns in them and then tell which side has the better argument. Plus, it helps ya catch some of the holes in your argument that ya might've missed otherwise.</p>		
<p>Treasure Objects 3rd grade.</p> 	<p>This activity will be about the Treasure Object it's about bringing an object special to them or a photo of the object. And reflect on the object and how the object affects their lives.</p>	<p>The focus on a single, personally significant object challenges students to think deeply and express themselves clearly, fostering both emotional connection and intellectual growth. This combination of personal relevance</p>	<p>I chose this Treasure Object activity because it provides a unique opportunity for third-grade students to engage in personal reflection and critical thinking. By bringing in a special object or photo, students can connect their</p>

		<p>and academic rigor makes the Treasure Object activity an ideal choice for engaging third graders in meaningful learning experiences. The Treasure Object activity provides a unique opportunity for third-grade students to engage with their possessions in a meaningful way. Students are asked to bring in an object that holds special significance to them or a photo of such an object. This tangible connection to something important</p>	<p>personal experiences to academic skills, aligning perfectly with the 3rd-grade standards for English language arts and reading. The activity fosters a sense of community within the classroom as students learn about each other's backgrounds and interests. Through this personal reflection, students may discover a newfound appreciation for their treasured items and the roles these objects play in shaping their lives. Ultimately, the</p>
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		<p>in their lives serves as a springboard for reflection and self-expression.</p>	<p>Treasure Object activity serves as a meaningful way for young learners to connect with their own histories, express themselves creatively, and develop a stronger sense of self-awareness - all crucial skills for their ongoing personal and academic development.</p> <p>The activity fosters a sense of community within the classroom as students learn about each other's backgrounds and interests. Through</p>
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			<p>this personal reflection, students may discover a newfound appreciation for their treasured items and the roles these objects play in shaping their lives. Ultimately, the Treasure Object activity serves as a meaningful way for young learners to connect with their own histories, express themselves creatively, and develop a stronger sense of self-awareness - all crucial skills for their ongoing personal and</p>
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			academic development.
Chapter 5 activity “I’d Like to Know More About” For 4th-grade level  	This exercise encourages kids to read an article and think about what more would they like to know about the topic.	The concept of media literacy teaches them to approach information critically and ask probing questions. The collaborative aspect of sharing discoveries promotes communication skills and peer learning, while the writing component reinforces language skills essential for this grade level. Overall, this activity prepares fourth graders for more complex academic tasks ahead, laying a	This newspaper exploration activity is particularly valuable for fourth-graders as it nurtures critical thinking skills and fosters intellectual curiosity at a crucial stage in their development.

		<p>foundation for research skills, analytical thinking, and active engagement with the world around them.</p>	
Chapter 4 is “Evaluate a Print Ad” 3rd graders	 <p>They will search for advertisements and analyze the persuasive language used. Students then fill out a Propaganda Techniques Chart, noting specific phrases, naming the techniques employed, and explaining how the propaganda works.</p>	<p>Moreover, the collaborative nature of the exercise encourages peer learning and communication skills, essential for English language development. As students share their findings with the class, they practice public speaking and learn to articulate their thoughts clearly. This activity not only enhances their</p>	<p>This hands-on approach is particularly effective for 3rd graders, as it combines visual learning with critical thinking skills. By breaking down complex concepts into manageable tasks, the activity helps young learners develop media literacy early on.</p>

		understanding of persuasive language but also cultivates a healthy skepticism toward media messages, laying a foundation for informed decision-making in their future.	
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**Chapter 7 “Aine’s Four-Square Argument Chart” For 8th Graders**  
Unit 3 Persuasive Essays

The standards that will be used are 8.W.1a Express and clarify viewpoints and opinions, and take and defend positions. 8.W.1 Justify opinions or persuade others by providing textual evidence or relevant background knowledge with moderate support.

Next, you make a table in which all sides are columns and every row represents one of the key points you are comparing. For example, you are comparing views about school uniforms. The rows could include "cost," "self-expression," "school spirit," and "mornin' routine." Then, you glance at it, and voilà.-it's like an argument map. Then you fill in the boxes with all the different information for each argument. On the uniform debate, under "cost," you could put in the pro-uniform column: "saves money in the long run." For the anti-uniform column, you might write: "expensive upfront cost." Then, for "self-expression," the pro says: "focuses on personality, not clothes," and the anti says: "limits individual style."

It's like organizing your thoughts on paper, ya know? You can see all the pros and cons next to one another, which makes it way easier to find the patterns in them and then tell which side has the better argument. Plus, it helps ya catch some of the holes in your argument that ya might've missed otherwise.

This approach allows you to state and clarify your views and, at the same time, support your argument with valid proof. 8.W.1a For instance, if you are arguing for uniforms, you might mention how the chart proves they save money over time and create equality. You're not pulling it outta thin air got it all right there in black and white. It is also easier to defend the argument and persuade others because the facts and prior knowledge are laid out in front of them. You can refer to your chart while writing your essay and say, for example, "As this comparison shows, school uniforms provide more advantages over expenses and school harmony and outweigh the negative impacts related to limitation of self-expression." It is a real nifty trick for making sure your argument has some meat to it. You're not just blowin' hot air-you've done your homework and organized your thoughts. This gives you, finally, a solid base to build your essay on, making it way more likely you'll persuade those readers out there to see things your way.

It's not only great in essays but in real life, too. This teaches you to be able to compare and analyze different opinions or standpoints, which is very helpful in everyday situations. Whether it's just choosing between large purchases or trying to solve a problem at work, knowing how to lay out all the options and weighing them against each other will benefit you greatly. So practice this chart-making skill now, and you'll be setting yourself up for success down the road.

**Chapter 5 activity “I’d Like to Know More About” For 4th grade level**

This newspaper exploration activity is particularly valuable for fourth-graders as it nurtures critical thinking skills and fosters intellectual curiosity at a crucial stage in their development. The standards are 3.W.5, 3.W.3 and 4.W.3. By engaging with current events, students begin to connect classroom learning with the real world, enhancing their understanding of social studies, science, and language arts. The process of selecting stories and formulating questions encourages independent thinking and helps develop decision-making abilities. Moreover, this exercise introduces fourth-graders to the concept of media literacy, teaching them to approach information critically and ask probing questions. The collaborative aspect of sharing discoveries promotes communication skills and peer learning, while the writing component reinforces language skills essential for this grade level. Overall, this activity prepares fourth-graders for more complex academic tasks ahead, laying a foundation for research skills, analytical thinking, and active engagement with the world around them.

When adapting newspaper activities for students across various grade levels, it's crucial to consider the developmental stages and learning capabilities of each age group. For younger students, such as those in third grade, the focus should be on basic comprehension and simple note-taking skills. These students might benefit from guided reading sessions where they identify key details in short, straightforward articles. As students progress to fourth grade and beyond, the complexity of the exercises can increase. Older students can be challenged to analyze articles more deeply, comparing multiple sources on the same topic and synthesizing information. For instance, while third-graders might list interesting facts from a single article, fifth-graders could be asked to draw connections between related stories from different sections of the newspaper. By adjusting the depth of research required and the complexity of the articles selected, educators can ensure that newspaper activities remain engaging and educational for students at all levels, fostering curiosity and critical thinking skills appropriate to each grade.

The news website they will use <https://www.timeforkids.com/g34/>

This activity will be about the Treasure Object it's about bringing an object special to them or a photo of the object. And reflect on the object and how the object affects their lives.

For my grade level, it will be 3rd graders so it is very simple to adapt it to my grade.

3.LA.1 Demonstrate command of English grammar and usage when writing or speaking.

Writing about the kid's favorite topic is about them! 3.R.1 Use in-depth critical reading of a variety of relevant texts to describe ideas, phenomena, cultural identity, and literary elements in the texts, asking and answering such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. Recognize fact vs. opinion and fiction vs. nonfiction as well as facts/supporting details from the texts. It is important to them for to analyze and write about a singular object not about a story or item for their brains to work harder.

I chose this Treasure Object activity because it provides a unique opportunity for third-grade students to engage in personal reflection and critical thinking. By bringing in a special object or photo, students can connect their personal experiences to academic skills, aligning perfectly with the 3rd-grade standards for English language arts and reading. This activity allows students to demonstrate their command of English grammar and usage when writing or speaking about their chosen object, fulfilling the 3.LA.1 standard. Moreover, it encourages in-depth critical reading as students analyze their object, considering questions like who, what, where, when, why, and how, which directly addresses the 3.R.1 standard.

The focus on a single, personally significant object challenges students to think deeply and express themselves clearly, fostering both emotional connection and intellectual growth. This combination of personal relevance and academic rigor makes the Treasure Object activity an ideal choice for engaging third graders in meaningful learning experiences. The Treasure

Object activity provides a unique opportunity for third-grade students to engage with their possessions in a meaningful way. Students are asked to bring in an object that holds special significance to them or a photo of such an object. This tangible connection to something important in their lives serves as a springboard for reflection and self-expression. As students describe the physical characteristics of their chosen object, they practice observational skills and descriptive language, aligning with standard 3.LA.1 which focuses on demonstrating command of English grammar and usage. The personal significance and history of the object encourage students to delve into their own experiences and memories, fostering a deeper understanding of themselves and their cultural identity. This aspect of the activity supports standard 3.R.1, as students engage in critical thinking about their object, answering questions about its importance and relevance to their lives. By discussing how the object affects their daily experiences, students are challenged to make connections between the physical world and their emotional lives, a complex task that encourages cognitive development appropriate for their age group. This activity not only promotes literacy skills but also nurtures emotional intelligence and self-awareness, making it a valuable addition to the third-grade curriculum. As students select and bring in their special objects or photos, they embark on a journey of introspection that goes beyond simple show-and-tell. This process encourages them to think deeply about why they chose their particular item and how it relates to their lives. As they share their stories, they not only practice their speaking skills but also gain insights into their own values, memories, and experiences.

Chapter 4 is “Evaluate a Print Ad” In this engaging activity, 3rd-grade students dive into the world of advertising by examining magazines and identifying propaganda techniques. Working in pairs or small groups, they search for advertisements and analyze the persuasive language used. Students then fill out a Propaganda Techniques Chart, noting specific phrases,

naming the techniques employed, and explaining how the propaganda works. This hands-on approach is particularly effective for 3rd graders, as it combines visual learning with critical thinking skills. By breaking down complex concepts into manageable tasks, the activity helps young learners develop media literacy early on. Moreover, the collaborative nature of the exercise encourages peer learning and communication skills, essential for English language development. As students share their findings with the class, they practice public speaking and learn to articulate their thoughts clearly. This activity not only enhances their understanding of persuasive language but also cultivates a healthy skepticism toward media messages, laying a foundation for informed decision-making in their future. This will use 3.W.4 Focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed and 3.W.6 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

## V. Teaching Writing Mini Lesson:

## Mini lesson

The process of creating a mini-lesson in fables and folktales for third graders can be quite transforming for a fourth-year university student in preparation to become a teacher. While the task is designed to engage young learners in understanding timeless stories, it also offers invaluable learning opportunities for the aspiring educator. A lesson of this type allows for growth in curriculum planning, communication skills, and classroom management while deepening the educator's understanding both of student needs and storytelling. A mini-lesson like this can help develop a future educator with curriculum planning skills. To be able to create the lesson, the student has to take into consideration grade-level standards, the learning objectives of the lesson, and also developmental needs of third-grade students. Examples could be identifying the moral of a fable or comparing the characteristics of folktales from different cultures. With activities aligned to specific learning goals, the aspiring teacher practices organizing content in an educational yet engaging manner. These skills are critical to success as a future educator, where planning thoughtful and standards-based lessons will be a daily responsibility. Another area of development is in communication and presentation skills. Teaching fables and folktales requires the university student to break down complex ideas, such as theme and moral lessons, into language that is accessible and engaging for young learners.

Secondly, the lesson also becomes more engaging through techniques in storytelling, which are expressive reading, gestures, and visual aids. The approach enables the would-be educator to establish a confident, assertive teaching style, the quality that is so valuable to hold the interest of students during lessons. The type of lesson design also provides an opportunity to practice classroom management strategies. A mini-lesson on fables and folktales could involve group discussions, role-playing, or other creative activities such as writing their fable. These activities oblige the university student to think ahead about potential challenges that may arise, such as keeping students on task or ensuring all voices are heard.

By engaging in these skills within a low-stakes environment, the future teacher will gain confidence and learn how to establish a positive and productive learning environment. Finally, developing a mini-lesson on fables and folktales will allow the university student to grow in deepening his or her knowledge of how storytelling can relate to the lives of students. Fables and folktales have universal lessons on such basic values as kindness, hard work, and honesty. These stories, if introduced in a creative and meaningful manner, allow the aspiring educator to learn how to use literature to inspire students, spark their imaginations, and encourage discussions about ethics and cultural diversity. It helps the future teacher to realize the power of storytelling as a teaching tool across subjects.

A mini-lesson in fables and folktales can be quite enriching for a fourth-year university student studying to be an educator. It helps develop one's lesson-planning and communication skills, aids in hands-on experience within the classroom, and makes one appreciate the importance of storytelling in teaching more fully. During this process, the future educator not only grows in technical abilities but also in confidence and passion for creating meaningful learning experiences. It is these lessons learned that will provide a sound basis for their future success as educators.

## VI. Assessments for Teaching Writing

**Persuasive Essay : Change someones mind with your writing (Persuasion Essay about any topic)**

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Teacher Name: Ms. Cartagena

Student Name: \_\_\_\_\_

CATEGORY	4 - Excellent	3 - Good	2 - Satisfactory	1 - Needs Improvement	Score
<b>Attention Grabber</b>	The introductory paragraph has a strong hook or attention grabber that is appropriate for the audience. This could be a strong statement, a relevant quotation, statistic, or question addressed to the reader.	The introductory paragraph has a hook or attention grabber, but it is weak, rambling or inappropriate for the audience.	The author has an interesting introductory paragraph but the connection to the topic is not clear.	The introductory paragraph is not interesting AND is not relevant to the topic.	
<b>Position Statement</b>	The position statement provides a clear, strong statement of the author's position on the topic.	The position statement provides a clear statement of the author's position on the topic.	A position statement is present, but does not make the author's position clear.	There is no position statement.	
<b>Focus or Thesis Statement</b>	The thesis statement names the topic of the essay and outlines the main points to be discussed.	The thesis statement names the topic of the essay.	The thesis statement outlines some or all of the main points to be discussed but does not name the topic.	The thesis statement does not name the topic AND does not preview what will be discussed.	
<b>Grammar &amp; Spelling</b>	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distract the reader from the content.	
<b>Evidence and Examples</b>	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.	

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1/14/24, 5:26 PM Your Rubric: Persuasive Essay : Change someones mind with your writing (Persuasion Essay about any topic)

	supports the author's position.	supports the author's position.		
<b>Sources</b>	All sources used for quotes, statistics and facts are credible and cited correctly.	All sources used for quotes, statistics and facts are credible and most are cited correctly.	Most sources used for quotes, statistics and facts are credible and cited correctly.	Many sources are suspect (not credible) AND/OR are not cited correctly.
<b>Closing paragraph</b>	The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position statement begins the closing paragraph.	The conclusion is recognizable. The author's position is restated within the first two sentences of the closing paragraph.	The author's position is restated within the closing paragraph, but not near the beginning.	There is no conclusion - the paper just ends.

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Your Rubric: Story Writing : Prewriting Ideas

**RubiStar** Rubric Made Using:  
RubiStar (<http://rubistar.4teachers.org>)

### Story Writing : Prewriting Ideas

Teacher Name: Ms. Cartagena

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Creativity</b>	The Fable idea contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his imagination.	The Fable idea contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination.	The Fable idea contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination.	There is little evidence of creativity in the fable idea. The author does not seem to have used much imagination.
<b>Requirements</b>	It has all 2- 3 characters names, setting , villain name, hero name , the setting , characters that are animals and a moral idea.	Almost has all 2- 3 characters names, setting , villain name, hero name , the setting , characters that are animals and a moral idea.	Mostly has all 2- 3 characters names, setting , villain name, hero name , the setting , characters that are animals and a moral idea.	It does not have all 2- 3 characters names, setting , villain name, hero name , the setting , characters that are animals and a moral idea.
<b>Title</b>	Title is creative, sparks interest and is related to the story and topic.	Title is related to the story and topic.	Title is present, but does not appear to be related to the story and topic.	No title.
<b>Moral</b>	It is very easy for the reader to understand the moral of fable.	It is fairly easy for the reader to understand the moral of fable.	It is not fully clear what is the moral of fable is.	It is not clear the moral of fable is.

Date Created: Dec 02, 2024 03:34 pm (CST)

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Rubrics are an essential tool for educators, offering clarity and consistency in both teaching and assessment. For university students aspiring to become teachers, mastering the use of rubrics not only enhances their own learning but also equips them to demonstrate the value of this tool to their future students. By understanding how rubrics explain expectations, offer constructive feedback, and guide self-assessment, the new teachers will make sure that for students, a rubric serves as a means to reach a goal rather than to just pass or fail. One of the major advantages of rubrics is that they make expectations explicit.

When students are given a detailed rubric, they are informed about what exactly is expected of them in terms of meeting the assessment criteria. This minimizes apprehension and allows for acquired belief in self when they embark on a given work. The future teacher learns how to create and share clarity with the rubric and demonstrate regard for their student's efforts and time. The instructor will also be imparting the value of knowing the targets and focusing effort accordingly. These might include, for example, organization, strength of argument, grammar, and use of sources in an essay. Because these components are broken down into detailed descriptions of performance levels, the rubric allows students to focus on areas needing improvement. The value of this can be shown to future teachers by demonstrating to their students how aligning their work to the rubric improves both their outcomes and the learning process.

Another important role that rubrics play involves their function in giving constructive feedback. Other than saying "needs improvement," a rubric articulates specifically where areas of strength and weakness exist. For me the student training to become an educator, this method also teaches them to provide feedback that is specific and actionable. Instead of just putting a mark for "poorly organized" on an essay, for example, a teacher using a rubric might write: "Your argument is clear, but your supporting details are scattered across paragraphs, which affects flow. See the 'organization' section of the rubric." In this way, this type of feedback not

only identifies what went wrong but also coaches them on how to improve it. In this way, future teachers like myself can give their students the evidence that the evaluation is a tool for growth, not just a performance judgment.

Rubrics also allow students to be actively involved in self-assessment and reflection. If students are allowed to look at their work against a rubric before they submit it, then they learn critical thinking and self-monitoring. For pre-service teachers, being a participant in this process enables them to see the advantages and thus prepares them to foster the practice in their classrooms. The future teacher will further highlight ownership of the learning by teaching the students to employ rubrics themselves for self-evaluation. The future teacher can share strategies for using a rubric to help students show areas for revision or even to develop personal goals. This contributes not only to better learning outcomes but also promotes a disposition toward lifelong learning.

Rubrics can be much more than mere grading tools; they are mechanisms for improving learning, communication, and self-improvement. For university students like myself who are going to become teachers themselves, using rubrics effectively provides dual benefits: refining their academic work while preparing them to demonstrate the value of rubrics to their future students. By clearly outlining expectations, giving effective feedback, and fostering self-assessment, rubrics become a liaison between instruction and understanding. By adopting and advocating this tool, future teachers will be equipping their students with the ability to approach learning with confidence, focus, and a commitment to continuous improvement.

## VII. Teaching Writing Course Reflection

I feel truly grateful and rejuvenated in my purpose as a future educator as I reflect on my experience within this Teaching Writing course. The course has been important in my transformation not only as a writer but also in how I will go about teaching my future students. The insights, challenges, and opportunities for revision and reflection have been invaluable to my development.

I have learned that one of the most important things in this course is that writing is a process, not a product. This was reinforced by activities that emphasized brainstorming, drafting, revising, and editing. I grew to appreciate the importance of modeling this process for students and showing them that writing does not have to be perfect to begin with. This approach lets students build confidence while at the same time considering writing as an opportunity for growth and creativity. I especially enjoyed these practical assignments in designing lessons of writing for students, both older and younger, because they allowed me to connect theory with real-life practice by getting a concrete perception of how diverse learners might go about developing their writing competence. For example, constructing rubrics and using mentor texts took the mystery out of effective self-expression because now students finally know what they can and cannot do to develop it effectively.

Being able to go back and revise my work after feedback was so valuable. It taught me that teaching and writing are both about being flexible and learning from mistakes. This is a lesson that I will take into my classroom and encourage my students to view feedback as a gift, not a critique. All things considered, the one area that does have room for improvement is in the pace of the course. Many times I felt overwhelmed with overlapping assignments and had wished there was more time to take a deeper look into certain concepts, such as reluctant writers or integrating technology with writing instruction. More in-depth building on these ideas would make this course even better. Professor, I appreciate the encouragement and

patience throughout. Your comments continually challenged me to be introspective about my work and relentlessly reach for excellence. All the flexibility and opportunities taken to revise assignments you extended allowed me to grow a sense of security with risk and, thus, evolve into a writer and teacher. The kind of facilitative environment you built within this room is one that I pray to bring to mine one day.

In all, this course has prepared me to teach the act of writing and to deepen my passion for the subject. I am better equipped to inspire my future students to find their voices, embrace the processes of writing, and see writing as one of the powerful means of self-expression and communication. Thank you for guiding me in this journey and for showing me the power of reflection and growth in teaching and learning.