



“Reflection is not a linear process, but learning how to write reflectively sometimes requires us to consciously process the events, people, and impressions around us in order to analyze and reflect on them for future action. Remember that reflection moves beyond description into analysis and purposeful or intentional action” (SCRIBD).

**PSEUDONYM: JOHN DOE**

**COURSE NAME: ALGEBRA 2**

**ASSIGNMENT TITLE: 5.6 – QUADRATIC FORMULA**

**ASSIGNMENT DESCRIPTION: LEARN ABOUT THE QUADRATIC FORMULA THEN DO 1-23 ODD. CHECK THE ANSWERS AND GET HELP ON ANY MISSED QUESTIONS.**

**COMPLETION DATE: 4/8/13**

**GRADE: 20**

**STEP 1: HOW WELL DID I MANAGE MY TIME • Well**

- NOT WELL: I did not prioritize, or I did not estimate how long it would take, or I procrastinated, or I got overwhelmed and had to sacrifice many things I wanted to do.
- OKAY: I prioritized, but I did not estimate how long it would take, or I ran out of time, or I could have used more time.
- WELL. I prioritized, and I estimated how long it would take accurately. But I did not revise, delegate, or omit activities when unexpected things came up. In the end I still felt stressed and overwhelmed.
- EFFICIENTLY. I prioritized, and I estimated how long it would take accurately. I followed through with my plan. I revised my schedule when it was necessary, and I delegated and omitted activities appropriately. I felt satisfied with how well I used my time.

#### **NEXT TIME I SHOULD CONCENTRATE ON THE FOLLOWING TIME MANAGEMENT AREAS**

##### **revising, estimating**

- Prioritizing
- Estimating
- Revising
- Delegating/Omitting

#### **NEXT TIME MY TEACHER WANTS ME TO CONCENTRATE ON**

##### **revising**

- Prioritizing
- Estimating
- Revising
- Delegating/Omitting



## COMMENTS:

I thought I would not have to take any time to fix any problems because at first I thought I could do it all with no mistakes. I am really glad that Jefferson lets us take some class time to make corrections and ask questions.

## STEP 2: DESCRIBE FACTS ABOUT THE PROCESS • 1-3 PARAGRAPHS

- Physical description, behaviors observed, things you heard . . .
- What happened, when, who was involved . . .
- Location, your perspective . . .
- Your actions, other people's actions . . .
- Any unusual observations . . .

I had trouble at first. I was trying to rush and I was not showing all my work, and so I made mistakes. I asked Jefferson to check if I did the first one right. I was wrong. He showed me the work that he would show, and I saw exactly where my mistake was. It was hard at first but the more problems I did showing my work the more it made sense. When I got done I felt like I really understood how to use the Quadratic Formula.

## STEP 3: CONNECT TO PRODUCER SKILL

- What Producer Skill did you choose? **Metacognition**
- Why did you match this Producer Skill with this particular assignment?

**Because I hate showing my work and doing all the problems, but I can see that practicing it is the best way that I really learn how to understand it.**

Copy whatever PRACTICE(S) FOR GROWTH you used for this skill below.  
If you need more room, help yourself.

**I used the Fix-It strategy. It has questions to ask yourself: What isn't working for me right now? How do I correct it?**

**I asked Jefferson for help on how to do the ones I was getting wrong. He helped me see that I could learn from my own work if I showed it. He also helped me see that when I rushed it I was really making it take longer. This helped me answer the first question.**

**Rushing wasn't working. I wasn't really understanding what I was supposed to be doing. I corrected it by trying to do it with all the work. When I slowed down and showed the steps, it all became a lot more clear and it made it a lot easier to understand how to do it. By the time I got to the end, I was doing it right, and I was doing it quickly.**



#### STEP 4: ANALYZE & INTERPRET • 1-3 PARAGRAPHS

- Why do I think things happened this way?
- Why did I choose to act the way I did? What can I surmise about why others acted the way they did?
- What did I think and feel? How might this have affected my choices/behavior?
- How might the context have influenced the experience? Was there something about the activity or timing or location?
- Are there other potential contributing factors? Something about what was said or done that impacted my response? Are there past experiences—mine or others—that may have contributed?
- What are my hunches about why things happened in the way they did?

**I really like to hurry through my work and just get it done, so I can move on to the next thing. When I hurry in math I don't really feel like I get it. When I take the time to slow down and do a lot of practice then I start to really understand how it works. I usually do better on the test too.**

**I know it is hard to break the habit of not really trying to do all the work. I have done that for a long time in school. And that is why I keep going back to it. It seems like every time I am having trouble learning that Math, it comes down to not doing all the practice and not taking the time to do all the steps.**

**When I ask Jefferson for help with stuff that I am confused on, the first thing he does is check whether I am doing all the steps and showing all my work. When I correct that, it seems like I learn a lot better.**

#### STEP 5: SO WHAT? MEANING & APPLICATION • 1-3 PARAGRAPHS

- Why did this seem like a significant event to choose?
- What have I learned from this? How could I improve?
- How might this change my future thinking, behaving, and interacting?
- Now what? What will I do differently?
- Next time a situation like this presents itself, what do I want to remember to think about? How do I want to behave?
- How could I set up conditions to increase the likelihood of productive interactions and learning in the future?

**This isn't the only assignment that this has happened on but I chose it because it is a recent example. I still fall into the old habit of trying to hurry the work because I am hoping that I can do that and learn. It never works.**

**I don't really learn Math when I see it or have it explained. I learn it when I take the explanation and practice it following every step.**

**I learn it by taking the time to do all of it. I try to remind myself of that and it is getting easier for me to do it right. I just need to**



**keep practicing and one day I will stop doing it the bad way. That's kind of funny. I have to practice Math to learn it. And I have to practice practicing Math to learn how to learn Math.**

Modified from <http://www.scribd.com/doc/13949636/Reflection-Guidelines>

