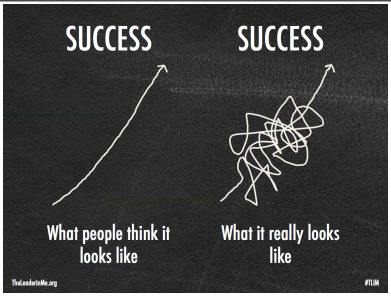
Reflections are expositions that connect content in the course to learning goals. As a reflective practitioner, taking time to look back at what you have done and make new connections allows you to put your understanding in context. For each reflection, list the learning goal you want me to assess, reflect on every single component of it—every word in the learning goal—and give at least one example we covered that you feel best showcases the goal and your understanding of it. In addition, reflect and personalize. For example, you might focus on your own development as related to the goal, perhaps including what you are still working on, or conduct research to find additional new connections, to name a few possibilities. Creative reflection and personalization is encouraged—they are quite flexible so that you can follow up on and make connections to your own interests. Reflections are individual expositions because of the personalization.

all * are mandatory	Padawan Reflection	A Successful Reflection
*Learning Goal (choose one per reflection)	One or more goal components is unclear, unsuccessful, or missing	Identify the course learning goal you want me to assess (IGS Exploration, Proof Considerations, or Geometric Perspectives) and reflect on every single component of it below—components are terms in the learning goal, found in the following 3 blocks:
IGS Exploration	Discovery of relationships, dynamic aspect of IGS, or "seem" unclear	Explores the use of Interactive Geometry Software to discover relationships and demonstrate that they seem to apply in a wide variety of examples
Proof Considerations	Rigorous proofs, assumptions, limitations or applications unclear	Considers writing rigorous proofs in geometry, identifying underlying assumptions, and understanding limitations and applications
Geometric Perspectives	Multiple perspectives, comparing them or contrasting them unclear	Compares and contrasts multiple geometric perspectives, such as relationships among Euclidean and non-Euclidean geometries, axiomatic and analytic approaches, informal intuition and rigorous proof, or 2-D polygons and 3-D polyhedra, to name a few
*Reflection on and Personalization of Learning Goal	Contains minimal reflection or personalization	Creative reflection on and personalization related to the course learning goal, typically the equivalent of 2–3 pages long, single-spaced text
*Examples	Examples are missing, not in enough depth, or they don't relate well	One or more suitable examples (e.g., a specific proof, IGS exploration...) that we covered in or between classes are described and analyzed to showcase the learning goal
*Support of Arguments	Viewpoints and interpretations are unsupported or flawed	Viewpoints and interpretations are correct and are supported appropriately
*Communication	Communication could use improvement	Communicates effectively in a logical, organized manner that demonstrates consideration of context, audience, and purpose in the language of our course



https://mathequalslove.blogspot.com/p/free-classroom-posters.html
https://www.leaderinme.org/blog/the-power-of-a-growth-mindset/

A reflection is only successful if every single component of the learning goal you select as well as the items marked with * are satisfied, so each comes with a revision opportunity. In the revision, you will highlight the changes you have made, like highlighting them in yellow in your paper, or list the changes you have made at the top of your paper. This is a standard practice for professional revisions.