

**Reflections** Reflections are expositions that connect content in the course to learning goals to help you solidify material. They are quite flexible so that you can follow up on and make connections to your own interests. For each reflection, list the learning goal you want me to assess and give an example related to course content 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, such as connections to other courses, what you are still working on, and/or you could conduct research to find additional new connections. There are five reflections total in which to satisfy the four learning goals and your grade is calculated as the percentage of learning goals achieved.

* entries are mandatory	Padawan Reflection	A Successful Reflection
*Learning Goal (choose one per reflection)		Identify the course learning goal you want me to assess and satisfy the corresponding goal as listed below:
IGS Exploration	Missing the discovery of relationships or the dynamic aspect of IGS	Explores the use of Interactive Geometry Software to discover relationships and demonstrate they seem to apply in a wide variety of examples
Proof Considerations	Missing rigorous proofs, assumptions, limitations or applications	Considers writing rigorous proofs in geometry, identifying underlying assumptions, and understanding limitations and applications
Career Connections	Career connections are unclear or unsuccessful	Connects learning geometry in this class and teaching geometry in high school (for secondary education majors) or to geometry and focuses in major(s) or intended career
Geometric Perspectives	Multiple perspectives are unclear or unsuccessful	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, just 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 1–2 pages long, single-spaced text
*Examples	Examples are missing or they don't relate well	One or more suitable example(s) are provided that relate to course content and 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

