

Driscoll's Model of Reflection

PAST

PRESENT

What?

Describe the experience using evidence. Focus on facts, events, or feelings without judgement.

So What?

Analyze the experience by linking evidence to insights, emotions, learning, and multiple perspectives.

Now What?

Plan meaningful and actionable next steps or changes based on reflection.

FUTURE



Driscoll's Model of Reflection Grades K-2 Continuum



This reflection continuum, based on Driscoll's Model of Reflection, is designed to support learners in developing their ability to think about past experiences, make meaning, and plan for future action.

Reflection Stage	Exploring	Building	Mastering
What? <i>Describing the Experience</i> 	Describes what happened using a few words or ideas.	Describes what happened using multiple details about what they saw, heard, or felt.	Describes what happened using clear and relevant details. Adds examples or objects (like drawings or work) in description. Includes what others may have seen or heard.
So What? <i>Making Sense of the Experience</i> 	Shares one thing they learned or why it might be important, but the connection may not be clearly related to the event.	Explains why the experience was important or what they learned. Starts to identify how others feel or think about it.	Explains why the experience was important or what they learned. Identifies how others might feel or think about it, and begins to connect those ideas to their own thinking.
Now What? <i>Planning Next Steps</i> 	Makes a plan for what they could do next time that is not connected to the experience.	Makes a plan for what they could do next time based on what they learned from the experience.	Makes a plan for what they could do next time based on what they learned. Identifies what could be a challenge and how to work through it.

Driscoll's Model of Reflection Grades 3-5 Continuum



This reflection continuum, based on Driscoll's Reflective Model, is designed to support learners in developing their ability to think about past experiences, make meaning, and plan for future action.

Reflection Stage	Exploring	Building	Mastering
What? <i>Describing the Experience</i> 	Describes what happened using limited details or evidence.	Describes what happened using specific and relevant details about what they saw, heard, or felt. May include or acknowledge different viewpoints.	Describes what happened using specific and relevant details, including what others may have seen, felt, or experienced.
So What? <i>Making Sense of the Experience</i> 	Makes general or vague connections to what they learned and why it might matter.	Explains why the experience matters by connecting evidence to learning. Begins to consider why others may have similar or different viewpoints.	Explains why the experience matters by connecting evidence to their learning or understanding. Develops an understanding of why others might hold similar or different viewpoints.
Now What? <i>Planning Next Steps</i> 	Identifies a next step that may not be connected to the reflection or fully actionable.	Develops an actionable and realistic plan informed by reflection.	Develops an actionable and realistic plan informed by reflection that includes possible challenges and strategies for addressing them.

Driscoll's Model of Reflection Grades 6-12 Continuum



This reflection continuum, based on Driscoll's Model of Reflection, is designed to support learners in developing their ability to think about past experiences, make meaning, and plan for future action.

Reflection Stage	Exploring	Building	Mastering
What? <i>Describing the Experience</i> 	Describes what happened with limited details or explanation.	Provides a clear and detailed description using relevant and meaningful examples and evidence such as observations, quotes, or artifacts. May include or acknowledge viewpoints similar to or different from their own.	Provides a clear and detailed description using relevant and meaningful examples and evidence such as observations, quotes, or artifacts. Recognizes and names multiple viewpoints.
So What? <i>Analyzing the Event and Its Significance</i> 	Makes simple or general connections to learning or experience.	Explains why the experience matters by linking evidence to feelings, personal meaning, or learning. Considers why others may have similar or different viewpoints using evidence and insights.	Explains why the experience matters by linking evidence to feelings, personal meaning, or learning. Reflects on tensions, contradictions, and interconnectedness among perspectives, supported by evidence and insights.
Now What? <i>Proposing Future Actions</i> 	Develops next steps based on reflection. Plans are linked to insights but may lack clarity or full actionability.	Develops clear, realistic, and actionable plans informed by reflection.	Develops clear, realistic, and actionable plans informed by reflection. Considers potential challenges and strategies for addressing them.

Supporting Student Reflection in Elementary Grades with Driscoll's Model of Reflection



Elementary Reflection Questions



WHAT?

Describing the Experience

- What happened during the activity or event?
- Who was there and what did you see or hear?
- How did you feel?
- What were you trying to do?
- What other important details do you remember about this experience?
- Did others see or feel something similar or different? What do you think they saw or felt?



SO WHAT?

Making Sense of the Experience

- Why do you think this happened?
- How did it make you feel? Why?
- What did you learn from this?
- Why might someone else feel or think differently?
- What surprised you about this experience? Why?
- Is there anything related to what you saw, heard, or felt that helps explain what happened and why?



NOW WHAT?

Planning Next Steps

- What could you do differently next time, or something you want to keep the same?
- What is one thing you want to try or change?
- What will you do if this happens again?
- What is a challenge you might face when implementing this plan? How will you handle this challenge?
- What do you need to make this plan happen?



WHAT?

Describing the Experience

- "Something that happened was..."
- "I saw/heard..."
- "I felt ___ when..."
- "Another thing that happened was..."
- "My friends/teacher were..."



SO WHAT?

Making Sense of the Experience

- "This was important because..."
- "I learned that..."
- "Now I understand..."
- "Someone else might feel/think..."
- "This helped me think differently about..."
- "I remember ___, which helps explain why this happened because..."



NOW WHAT?

Planning Next Steps

- "Next time, I could try..."
- "One thing I want to do differently is..."
- "If this happens again, I will..."
- "To get better at this, I can..."
- "A challenge I might face is ___, and I can handle it by..."
- "I will know my plan worked when..."

Supporting Student Reflection in Secondary Grades with Driscoll's Model of Reflection



Secondary Reflection Questions



WHAT?

Creating a Description of the Event

- What are the key facts or events from this experience?
- What was your role in the situation?
- What were you trying to achieve?
- What evidence supports your description?
- How did you feel?
- Who else was involved, and what were their perspectives?



SO WHAT?

Analyzing the Event and Its Significance

- Why is this experience important or meaningful to you?
- How does this connect to your prior knowledge or learning?
- What different perspectives or interpretations exist?
- Why might people hold similar or different viewpoints? What evidence supports this?



NOW WHAT?

Application and Planning

- What specific actions will you take based on this reflection?
- How will you apply what you've learned in the future?
- What challenges might you face, and how will you address them?
- How will you evaluate whether your plan is effective?
- What resources or supports will you need to succeed?
- How can you transfer this learning to other contexts?

Secondary Sentence Stems



WHAT?

Creating a Description of the Event

- "A key event/part of this experience was..."
- "During the experience, I noticed..."
- "I felt ___ when ___ because..."
- "One thing that stood out to me was..."
- "Another person involved in this experience might describe it as..."



SO WHAT?

Analyzing the Event and Its Significance

- "This experience mattered because..."
- "I realized that..."
- "This connects to what I already knew about..."
- "Different people might interpret this experience differently because..."



NOW WHAT?

Application and Planning

- "As a result of this reflection, I plan to..."
- "In the future, I will approach similar situations by..."
- "One potential challenge I might face is ___, and I'll handle it by..."
- "I will know I've grown in this area when..."