

2	<b>Assessment Rubric for Student Reflections</b>
<b>Levels</b>	<b>Criteria</b>
Reflective Practitioner  PASSING GRADE	<p><u>Clarity:</u> The language is clear and expressive. The reader can create a mental picture of the situation being described. Abstract concepts are explained accurately. Explanation of concepts makes sense to an uninformed reader.</p> <p><u>Relevance:</u> The learning experience being reflected upon is relevant and meaningful to student and course learning goals.</p> <p><u>Analysis:</u> The reflection moves beyond simple description of the experience to an analysis of how the experience contributed to student understanding of self, others, and/or course concepts.</p> <p><u>Interconnections:</u> The reflection demonstrates connections between the experience and material from other courses; past experience; and/or personal goals.</p> <p><u>Self-criticism:</u> The reflection demonstrates ability of the student to question their own biases, stereotypes, preconceptions, and/or assumptions and define new modes of thinking as a result.</p>
Aware Practitioner  PASSING GRADE	<p><u>Clarity:</u> Minor, infrequent lapses in clarity and accuracy.</p> <p><u>Relevance:</u> The learning experience being reflected upon is relevant and meaningful to student and course learning goals.</p> <p><u>Analysis:</u> The reflection demonstrates student attempts to analyze the experience but analysis lacks depth.</p> <p><u>Interconnections:</u> The reflection demonstrates connections between the experience and material from other courses; past experience; and/or personal goals.</p> <p><u>Self-criticism:</u> The reflection demonstrates ability of the student to question their own biases, stereotypes, preconceptions.</p>
Reflection Novice  PASSING GRADE	<p><u>Clarity:</u> There are frequent lapses in clarity and accuracy.</p> <p><u>Relevance:</u> Student makes attempts to demonstrate relevance, but the relevance is unclear to the reader.</p> <p><u>Analysis:</u> Student makes attempts at applying the learning experience to understanding of self, others, and/or course concepts but fails to demonstrate depth of analysis.</p> <p><u>Interconnections:</u> There is little to no attempt to demonstrate connections between the learning experience and previous other personal and/or learning experiences.</p> <p><u>Self-criticism:</u> There is some attempt at self-criticism, but the self-reflection fails to demonstrate a new awareness of personal biases, etc.</p>
Unacceptable  FAILING GRADE	<p><u>Clarity:</u> Language is unclear and confusing throughout. Concepts are either not discussed or are presented inaccurately.</p> <p><u>Relevance:</u> Most of the reflection is irrelevant to student and/or course learning goals.</p> <p><u>Analysis:</u> Reflection does not move beyond description of the learning experience(s).</p> <p><u>Interconnection:</u> No attempt to demonstrate connections to previous learning or experience.</p> <p><u>Self-criticism:</u> Not attempt at self-criticism.</p>

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