

## ASSESSMENT RUBRIC FOR STUDENT REFLECTIONS

Levels	Criteria
<b>Reflective practitioner</b>	<p><b>Clarity:</b> 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><b>Relevance:</b> The learning experience being reflected upon is relevant and meaningful to student and course learning goals.</p> <p><b>Analysis:</b> 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><b>Interconnections:</b> The reflection demonstrates connections between the experience and material from other courses; past experience; and/or personal goals.</p> <p><b>Self-criticism:</b> 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>
<b>Aware practitioner</b>	<p><b>Clarity:</b> Minor, infrequent lapses in clarity and accuracy.</p> <p><b>Relevance:</b> The learning experience being reflected upon is relevant and meaningful to student and course learning goals.</p> <p><b>Analysis:</b> The reflection demonstrates student attempts to analyze the experience but analysis lacks depth.</p> <p><b>Interconnections:</b> The reflection demonstrates connections between the experience and material from other courses; past experience; and/or personal goals.</p> <p><b>Self-criticism:</b> The reflection demonstrates ability of the student to question their own biases, stereotypes, preconceptions.</p>
<b>Reflection novice</b>	<p><b>Clarity:</b> There are frequent lapses in clarity and accuracy.</p> <p><b>Relevance:</b> Student makes attempts to demonstrate relevance, but the relevance is unclear to the reader.</p> <p><b>Analysis:</b> 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><b>Interconnections:</b> There is little to no attempt to demonstrate connections between the learning experience and previous other personal and/or learning experiences.</p> <p><b>Self-criticism:</b> There is some attempt at self-criticism, but the self-reflection fails to demonstrate a new awareness of personal biases, etc.</p>
<b>Unacceptable</b>	<p><b>Clarity:</b> Language is unclear and confusing throughout. Concepts are either not discussed or are presented inaccurately.</p> <p><b>Relevance:</b> Most of the reflection is irrelevant to student and/or course learning goals.</p> <p><b>Analysis:</b> Reflection does not move beyond description of the learning experience(s).</p> <p><b>Interconnection:</b> No attempt to demonstrate connections to previous learning or experience.</p> <p><b>Self-criticism:</b> Not attempt at self-criticism.</p>

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