Example rubric: Reflective writing from Jones (n.d)

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

Jones, S. (n.d.) *Using Reflection for Assessment*. University of Iowa. Available at: <https://vp.studentlife.uiowa.edu/assets/ad1e01c8de/Using-Reflection-for-Assessment.pdf>

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| **Criterion\Level** | Level 1 | Level 2 | Level 3 | Level 4 |
| Criterion 1 |  |  |  |  |
| Criterion 2 |  |  |  |  |
| Criterion 3 |  |  |  |  |
| Criterion 4 |  |  |  |  |
| Criterion 5 |  |  |  |  |