**Reflective Assessment Rubric 2020**

**Student number: u**

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| Area | Excellent (HD/ D) | Good (Cr) | On the right track (Pass) | Not yet Satisfactory |
| 1. Appropriate example | | | | |
| 1. Links to course | Selects an event upon linked to an event which has occurred during the course. | An event which is mostly related to the course | An event that is clearly related to the course, but those links are not made explicitly. | Event is not linked to the learning experience in this course, or the links are only vague and/ or made implicitly |
| 1. Narrowed/ Depth | Event is specific and narrowly identified, allowing the student to go into meaningful depth. | Event is mostly specific, although not consistently. In places reflection raises further issues which are not explored, or is diverted from the focus. | Emotions and values explored too quickly, too many included, and/ or significance brushed over. | Event is too general and/ or broad. Treatment too superficial. |
| 1. Emotional response | | | | |
| 1. Emotions | Event chosen clearly and effectively captures an emotion that is meaningful for the author. | Event is linked to emotions, although which are identified explicitly | Event is linked to emotions, but either not consistently clearly, or too many, or in superficial way. | Event does not identify a personal emotional response (For instance, the reflection is focused on what the student ‘thinks’ about an issue.) Treatment of emotions is too brief and/ or superficial. |
| 1. Links to personal values | The reflection moves beyond simple description of the emotional experience to an analysis of how the experience contributed to student understanding of their own values, of others, and/or values covered in the course. Analysis is coherent, is insightful and has depth. | The reflection demonstrates a coherent analysis of the experience but analysis lacks depth of connection with values. | Student makes attempts at applying the learning experience to understanding of own values and of others, and/or course concepts but only partly successful. | Reflection does not move beyond description of the learning experience(s). |
| 1. Generating different perspectives and possibilities | | | | |
| 1. Awareness of self and others | Ability to clearly evaluate own responses to an event openly with an ability to ‘stand back’ and see self clearly from the perspectives of others, ability to show insight into what others might be thinking/ feeling, their values, and generates meaningful alternatives. | Ability to identify own emotions, and to stand back and see self, but lacks depth. Describes plausible responses from others, but not a sufficient depth of understanding from the perspectives of others. | Ability to identify own emotions, and to stand back and see self, but lacks genuineness, depth and plausibility. | Is not successful and generating alternative perspectives which are coherent and plausible. |
| 1. Considers different perspectives and possibilities and/ or values. | Identifies principles to decipher competing views and perspectives. Articulates a personal position by linking them together. | Weighs an idea or perspective and can justify personal decision-making and actions. Student recognises competing interests. | Descriptive or anecdotal thinking with limited use of alternative perspectives. | Black and white thinking. Dependent on one view and cannot speculate on either values or different perspectives. |
| 1. Personal insight and learning | | | | |
| 1. Insight | The reflection demonstrates clear connections between personal learning experience | The reflection demonstrates some connections between personal experience | There is an attempt to connect the experience, but only partly successful. | Doesn’t link with any learning experience in the course or the learning outcomes. |
| 1. Responsibility and action | Takes deep personal responsibility for reflective learning, clearly considers personal values and what happens next? This seems genuine, meaningful, and realistic. | Takes responsibility and links learning from this task with future personal action. This is possible, but not thought through in sufficient depth. | Partly identifies partly links with learning from this task with action, but not sufficient depth. | Entry shows no or limited understanding of personal action and responsibility arising from this reflective task. |
| 1. Expression | | | | |
| Style | The language is coherent and expressive. The reader can create a mental picture of the situation being described. Abstract concepts are explained accurately. Explanation of concepts makes coherent sense to an uninformed reader. Fluent, articulate sense of a journey. | Clear explanation of the issues/ challenges. | Adequate explanation of the issues/ challenges/ ideas. | Concepts are either not discussed or are presented incoherently. Oversimplifies ideas. |
| Expression/ Editing/ Proofreading | Consistently clear, precise and error free. | Infrequent errors or typos. Mostly clear only a few lapses. | Minor errors or typos. Partly clear, some lapses in focus/ clarity. | Language is not consistently clear. Errors and typos that make the meaning unclear. |

Grade:

Comment: