

494 Cumulative Reflection Rubric

ABET Dimensions Assessed	Exceptional	Meets Requirement	Redo
Demonstrates ability to communicate effectively.	<ul style="list-style-type: none"> Well written (good flow, interesting story, mechanically sound) 1 or no spelling errors 1 or no grammatical errors 	<ul style="list-style-type: none"> Written in essay form with clear introduction and conclusion. Less than 3 grammar errors Less than 3 spelling errors At least 1 page in length (12 font) 	<ul style="list-style-type: none"> No clear intro, body, and/or conclusion Writing is disjointed and vague Grammar errors are 3 or more Spelling errors are 3 or more Less than 1 page in length (12 font)
Demonstrates ability to use techniques, skills, and modern engineering tools necessary for engineering practice within project descriptions and reflection essay.	<ul style="list-style-type: none"> Problem solving technique/skills/tools demonstrated and discussed in each project including internship and/or research experience. 	<ul style="list-style-type: none"> Clearly identifies two, or more skills learned and/or tools used to solve an engineering problem. Identifies class, or learning situation at ISU where demonstrated ability to solve an engineering problem. 	<ul style="list-style-type: none"> Techniques, skills learned and engineering tools used are not discussed in reflection. No connection between solving an engineering problem and ISU engineering courses/learning experiences.

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Reflects on recognition of the need for, and an ability to engage in lifelong learning.	<ul style="list-style-type: none"> • Several clear connections are made between solving class/lab/research engineering problems and engagement in or with outside resources. • Reference to 2 or more actions taken to improve knowledge or apply skills learned. • Reviews prior learning experience /lessons learned and makes necessary changes to improve learning process 	<ul style="list-style-type: none"> • A clear connection is made between solving class/lab/research engineering problems and engagement in or with outside resources • Reference to at least 1 action taken to engage in lifelong learning (outside of classroom), or intent to do so in the future. 	<ul style="list-style-type: none"> • No reference to or engagement in learning outside of classroom environment or very superficial level. • Recalls prior learning experience and repeats same process. Shows little interest in pursuing additional knowledge beyond class/job duties.