### Assessment Criteria/Rubric 60

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| **Assessment Measure** | **0-39%** | **40%-49%** | **50%-59%** | **60%-69%** | **70%+** |
| **Coverage and Focus** | The assignment is poorly focused or inadequate in the extent of its coverage of some areas of the brief. | The assignment is inadequately focused. It covers some elements of the brief fully, but is limited in other respects. | The assignment is solidly focused. It covers most elements of the brief fully, providing a sound response to each question. | The assignment is well-focused. It covers all elements of the brief fully, providing an effective response to each question. | The assignment is very well-focused. It covers all elements of the brief very fully, providing a comprehensive analysis in response to each question. |
| **Analysis** | Poor reflection that might fail to reach sufficient depth and/or fails to tackle the question asked. | The reflection does not move beyond a description of the learning experience. | The reflection attempts to analyse the learning experience but the value of the learning to the student or others is vague and/or unclear. | The reflection is a satisfactory analysis of the learning experience and of the value of the derived learning to self and/or others. | The reflection is an in-depth analysis of the learning experience, the value of the derived learning to self and/or others, and the enhancement of your appreciation of course concepts. |
| **Evidence of criticality** | The reflection does not critically assess the student’s thinking and/or learning. You fail to take a critical approach towards your own assumptions/actions and towards the module literature. | The reflection attempts to demonstrate thinking about learning but is vague and/or unclear about the personal learning process. Your critical approach towards your own assumptions/actions and towards the module literature is under-developed. | The reflection explains your thinking about your own learning processes and your actions and attempts to take a critical stance towards module literature. | The reflection explains your own thinking and learning processes. You demonstrate a good level of criticality towards your own assumptions/actions and towards the module literature. You start to consider the implications of your reflections for future learning. | You are critical of multiple aspects in your reflection: critical about your own assumptions and actions; critical of the module literature you refer to and skillfully use your reflection to plan/inform future actions. |
| **Understanding and Integration** | Not evident that through your reflection you have gained greater understanding/ knowledge about yourself, others, your own practice and the study discipline. The reflection does not articulate any connection to other learning or experiences. | Little evidence that through your reflection you have gained greater understanding/ knowledge about yourself, others, your own practice and the study discipline. The reflection attempts to articulate connections between this learning experience and content from other courses, past learning experiences, or personal goals, but the connection is vague and/or unclear. | There is some evidence that through your reflection you have gained greater understanding/ knowledge about yourself, others, your own practice and the study discipline but your arguments need greater depth and stronger support. The reflection attempts to articulate connections between this learning experience and content from other courses, past learning experiences, or personal goals, but-here again- a stronger case could have been presented. | Good evidence that through your reflection you have gained greater understanding/ knowledge about yourself, others, your own practice and the study discipline. The reflection articulates good connections between this learning experience and content from other courses, past learning experiences, and/or future goals. | Excellent evidence that through your reflection you have gained greater understanding/ knowledge about yourself, others, your own practice and the study discipline. The reflection articulates multiple connections between this learning experience and content from other courses, past learning, life experiences and/or future goals. |
| **Presentation and Referencing** | Poor structure, the argument is unclear and poorly articulated. Little to no theoretical underpinning. Fails to accurately acknowledge all sources used. | The structure is weak and the argument not always clear. Little reference to module literature and poor acknowledgement of sources used. | The structure is satisfactory and the argumentation clear but with the occasional lack of cohesiveness. Good referencing. | Sound structure, following the reflective writing convention. Clear argumentation. Your work is well referenced, using a range of credible academic material, following the APA standards. | Excellent structure, expert use of reflective writing. Communication is clear throughout. Excellent use of academic material ad APA referencing. |
| **What went well:** | You have clearly learnt a lot from your experiences and this is clear from your overall reflection. It was positive to see you had combined theory with examples such as Morgan Stanley and Goldman Sachs, although these could have been integrated more to help your critical reflection of the literature. | | | | |
| **What could be improved** | Try to integrate more of the module theory within your analysis such as the Gibbs reflective cycle. You need to try to incorporate management theory throughout your three questions to boost your critical ability. Also think about how these experiences can be used for your future practice in more detail, with more thought as to the ‘action plan’ going forward. | | | | |