

Criteria	Unsatisfactory/ non-reflective	Acceptable/ non-reflective	Good/ reflective	Superior/ critically reflective	Outstanding/ transformative learning	Total
Description of the evidence pieces selected to demonstrate achievement of learning outcomes	<50	50-64	65-74	75-84	85-100	X * 10%
	Most descriptions of evidence pieces are insufficient with little details of where to find the evidence, a summary of what it is about, for what learning outcome it matches with, and why it is selected.	Descriptions of most evidence pieces have some details of where to find the evidence, a summary of what it is about, for what learning outcome it matches with, and why it is selected.	Good descriptions of most evidence pieces, with important details of where to find the evidence, a summary of what it is about, for what learning outcome it matches with, and why it is selected.	Very good description of all evidence pieces, with critical details of where to find the evidence, a summary of what it is about, for what learning outcome it matches with, and why it is selected.	Excellent and clear description of all evidence pieces, with full details of where to find the evidence, a summary of what it is about, for what learning outcome it matches with, why it is selected.	
Relevance	<50	50-64	65-74	75-84	85-100	X *15%
	Most of the reflection is not related to the course learning outcomes.	Some evidence pieces are not important and not related to students and the course learning outcomes.	Evidence pieces are somewhat important, meaningful and clearly related to the course learning outcomes.	All pieces of evidence are important, meaningful and related to the course learning outcomes.	All pieces of evidence discussed are very important, meaningful and strongly related to the course learning outcomes.	
Depth of understanding and Critical Thinking	<50	50-64	65-74	75-84	85-100	X *25%
	Students demonstrate uncertainty or limited and/or inaccurate (where applicable) knowledge and understanding for most learning outcomes. Weak interpretation, reasoning, and arguments. Limited signs of critical thinking, e.g. analysis, evaluation, synthesis and application of concepts and principles.	Students demonstrate some level of understanding with respect to course learning outcomes, however, mostly just as separate facts and there is none or little of linking ideas or making connections. Somewhat logical interpretation, reasoning, and arguments. Where applicable, some inaccuracies in understanding. Some signs of critical thinking, e.g. analysis, evaluation, synthesis and application of concepts and principles.	Some examples of linking ideas to form a big picture and making connections through contextual explanations, inferences or examples across some to most learning outcomes. Moderately logical and supported understanding, interpretation, reasoning, and arguments. Moderate signs of critical thinking, e.g. analysis, evaluation, synthesis and application of concepts and principles.	Many examples of linking ideas to form a big picture and making connections through contextual explanations, inferences or examples across most learning outcomes. Mostly logical, well supported, and where applicable, accurate understanding, Interpretation, reasoning, and arguments. Strong signs of critical thinking, e.g. analysis, evaluation, synthesis and application of concepts and principles.	Many examples of linking ideas to form a big picture and making connections through contextual explanations, inferences or examples across all learning outcomes. Well thought out, logical, well supported, and where applicable accurate understanding, interpretation, reasoning, and arguments. Strong signs of critical thinking, e.g. analysis, evaluation, synthesis and application of concepts and principles.	
Depth of reflection	<50	50-64	65-74	75-84	85-100	X * 25%
	Poor description of key personal learnings and thoughts on the topics.	Good description of key personal learnings and thoughts on the topics.	Good description of key personal learnings and thoughts on the topics.	Excellent description of key personal learnings and thoughts on the topics.	Excellent description of key personal learnings and thoughts on the topics.	

Final Course Reflection Rubric - HDAT 9200

Version 1.2

	<p>Few examples of personalisation of course material, e.g. making connections with prior knowledge and experiences.</p> <p>Few examples of connections made with course resources and activities.</p> <p>None to few examples of development of new understanding or revision of existing understanding.</p> <p>No examples of transformation or evaluation of changes in assumptions, thoughts, belief, understanding, and perspective.</p> <p>Implications for future behaviours from key learnings are not included.</p>	<p>Few examples of personalisation of course material, e.g. making connections with prior knowledge and experiences.</p> <p>Few examples of connections made with course resources and activities.</p> <p>Through interpretation and reasoning, some examples of development of new understanding or revision of existing understanding.</p> <p>No or very few examples of transformation or evaluation of changes in assumptions, thoughts, belief, understanding, and perspective.</p> <p>Implications for future behaviours from key learnings are not included.</p>	<p>Some examples of personalisation of course material, e.g. making connections with prior knowledge and experiences.</p> <p>Some examples of connections made with course resources and activities.</p> <p>Through interpretation and reasoning, some examples of development of new understanding or revision of existing understanding.</p> <p>Some examples of transformation or evaluation of changes in assumptions, thoughts, belief, understanding, and perspective.</p> <p>None to few implications for future behaviours from key learnings are included.</p>	<p>Many examples of personalisation of course material, e.g. making connections with prior knowledge and experiences.</p> <p>Many examples of connections made with course resources and activities.</p> <p>Through interpretation and reasoning, some examples of development of new understanding or revision of existing understanding.</p> <p>Some examples of transformation or evaluation of changes in assumptions, thoughts, belief, understanding, and perspective.</p> <p>None to few implications for future behaviours from key learnings are included.</p>	<p>Many examples of personalisation of course material, e.g. making connections with prior knowledge and experiences.</p> <p>Many examples of connections made with course resources and activities.</p> <p>Through interpretation and reasoning, many examples of development of new understanding or revision of existing understanding.</p> <p>Many examples of transformation or evaluation of changes in assumptions, thoughts, belief, understanding, and perspective.</p> <p>Inclusion of implications for future behaviours from key learnings.</p>	
Completeness	<50	50-64	65-74	75-84	85-100	X * 20%
	Evidence is not provided sufficiently for any learning outcome.	Evidence is provided sufficiently for one learning outcome.	Evidence is provided sufficiently for two learning outcomes.	Evidence is provided sufficiently for three learning outcomes.	Evidence is provided sufficiently for all learning outcomes.	
Writing Quality	<50	50-64	65-74	75-84	85-100	X * 5%
	Poor writing style, lacking in clarity and language used, and/or frequent errors in grammar, punctuation, usage, and spelling. Needs major work.	Average writing style that is sometimes unclear and/or with some errors in grammar, punctuation, usage, and spelling.	Average writing style, logically organized, minor errors in grammar, punctuation, usage, and spelling.	Well written, good writing style, clearly organised, minor errors in grammar, punctuation, usage, and spelling errors	Well written, clearly organised, strong writing style, free from grammar, punctuation, usage, and spelling errors	
TOTAL POINTS (sum of 6 Criteria)						/100