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| **Rubric for Student Reflections** |

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| CATEGORY | **4** | **3** | **2** | **1** | **0** |
| **Title and References** | Title appropriately represents the topic of the paper. (2)  The reference section has an appropriate number of references and appropriate in-text citations are used. (2) | Title appropriately represents the topic of the paper. (2)  Either the reference section does not have an appropriate number of references or is missing, or in-text citations are missing or not used appropriately. (1)  OR  Title attempts to represent but does not appropriate capture the topic of the paper. (1)  The reference section has an appropriate number of references and appropriate in-text citations are used. (2) | Title appropriately represents the topic of the paper. (2)  The references and in-text citations are missing. (0)  OR  Title is missing or only states the type of assignment the paper addresses, not the papers topic. (0)  The reference section has an appropriate number of references and appropriate in-text citations are used. (2)  OR  Title attempts to represent but does not appropriate capture the topic of the paper. (1)  Either the reference section does not have an appropriate number of references or is missing, or in-text citations are missing or not used appropriately. (1) | Title attempts to represent but does not appropriate capture the topic of the paper. (1)  The references and in-text citations are missing. (0)  OR  Title is missing or only states the type of assignment the paper addresses, not the papers topic. (0)  Either the reference section does not have an appropriate number of references or is missing, or in-text citations are missing or not used appropriately. (1) | Title is missing or only states the type of assignment the paper addresses, not the papers topic. (0)  The references and in-text citations are missing. (0) |
| **Reflective Thinking** | The reflection explains the student’s own thinking and learning process, as well as implications for future learning. | The reflection explains the student’s thinking about his/her own learning process. | The reflection attempts to demonstrate thinking about learning but is vague and/or unclear about the personal learning process. | The reflection does not address either the student’s thinking or learning. | The reflection does not address the student’s thinking and learning. |
| **Analysis** | The reflection is an in-depth analysis of the learning experience, the value of the derived learning to self or others, and the enhancement of the student’s appreciation for the discipline. | The reflection is an analysis of the learning experience and the value of the derived learning to self or others. | The reflection attempts to analyze the learning experience but the value of the learning to the student or others is vague and/or unclear. | The reflection does not move beyond a description of the learning experience. | The reflection does not address the learning experience. |
| **Making Connections** | The reflection articulates multiple connections between this learning experience and content from other courses, past learning, life experiences and/or future goals. | The reflection articulates connections between this learning experience and content from other courses, past learning experiences, and/or future goals. | 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. | The reflection mentions past learning or experiences, but no connections are made. | The reflection does not address past learning or experiences. |
| **Grammar and Mechanics** | Follows standard English grammar rules. Writing is in complete sentences. Uses no pronouns without antecedents.  Writing is concise and does not contain excessive wordiness or redundancies. Spelling is correct. | Mostly follows standard English grammar rules. Writing is in complete sentences. Uses minimal pronouns without antecedents.  Writing is concise and does not contain excessive wordiness or redundancies. Spelling is correct. | Mostly follows standard English grammar rules. Most sentences are incomplete. Many pronouns without antecedents.  Writing is concise and does not contain excessive wordiness or redundancies. Spelling has errors.  OR  Mostly follows standard English grammar rules. Writing is in complete sentences. Uses minimal pronouns without antecedents.  Writing contains some excessive wordiness or redundancies. Spelling is correct. | Standard English grammar rules are rarely observed. Most to all sentences are incomplete. Many pronouns without antecedents. Writing contains some excessive wordiness or redundancies. Spelling has errors.  OR  Mostly follows standard English grammar rules. Most sentences are incomplete. Many pronouns without antecedents.  Writing contains some excessive wordiness or redundancies. Spelling has errors. | Does not follow standard English grammar rules. Most to all sentences are incomplete. Many pronouns without antecedents. Spelling has errors.  With this many errors, length of the paper, and thus its conciseness, are not applicable. |