

RUBRIC FOR ES1102 CRITICAL REFLECTION SKILLS AY2014/2015			
	CONTENT (30%)	ORGANISATION (30%)	LANGUAGE (40%)
	<p>Demonstrates a strong connection between reflection, critical evaluation and forward thinking by including:</p> <ul style="list-style-type: none"> <li>▪ <b>reflective connections</b> – presents a description and an analysis of one's own behaviors, actions or personal experiences and clearly makes connections to one's own learning and growth (identifying one's own strengths and weaknesses); illustrates how the reflective connections have been impactful and contribute to the development of an academic profile; details this analysis with specific information</li> <li>▪ <b>critical thinking</b> – fully analyzes and evaluates the reflection; presents relevant insights in response to issues raised in the reflection</li> <li>▪ <b>integrated sources into the essay</b> – paraphrases, summarizes, evaluates and synthesizes ideas from sources; appropriately and correctly documents sources (both in-text and end-of-text)</li> </ul>	<p>Demonstrates cohesive and coherent development of ideas throughout the essay by including:</p> <ul style="list-style-type: none"> <li>▪ <b>Introduction</b> – focuses well on one or more of one's own behaviors, actions or personal experiences that are discussed further within the reflection; fully contextualizes the reflection</li> <li>▪ <b>explicit thesis statement</b> – clearly responds to the task, with very specific controlling ideas and scope</li> <li>▪ <b>paragraphs</b> – cohesive and coherent throughout with a well-controlled relational pattern (e.g. , comparison/contrast, sequence, cause/effect, etc.); very highly unified</li> <li>▪ <b>conclusion</b> – addresses the thesis thoughtfully and is in sync with the rest of the essay; signals forward thinking/future directions</li> </ul>	<p>Develops ideas with a very high level of language accuracy and fluency (very few errors, fully comprehensible) by using:</p> <ul style="list-style-type: none"> <li>▪ <b>syntax</b> – effectively uses various sentence types to achieve intended purpose or meaning; shows a full range of simple, compound and complex structures</li> <li>▪ <b>grammar</b> – uses accurately</li> <li>▪ <b>vocabulary, word usage &amp; idiomatic expressions</b> – appropriately uses in context; accurately uses reporting verbs for integrating sources</li> <li>▪ <b>fluency &amp; cohesion</b> – appropriately uses transitions/connections to presents ideas fluently and cohesively</li> <li>▪ <b>punctuation/spelling</b> – uses accurately</li> <li>▪ <b>style</b> – presents ideas appropriately for an academic audience</li> </ul>