Evaluation of Self-Reflection

Instructors can use this self-reflection rubric to evaluate and provide feedback to students, providing an opportunity to improve their self-reflection skills.

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| **Level**        **Criterion** | **Mastering (4)**  **Metacognitive**: Demonstrates profound learning by examining, appraising, and reflecting on the experience, and further adapting the learning to a broader context. | **Applying (3)**  **Analytic**: Demonstrates profound learning by examining, appraising, and reflecting on the experience, and further applying the learning to a broader context. | **Developing (2)**  **Empathic**: Demonstrates some learning by attempting to challenge beliefs, values, and attitudes, and by making limited connections between the experience and existing knowledge. | **Emerging (1)**  **Descriptive**: Attempts to make sense of new experiences but does not establish a meaningful connection between the experience and existing knowledge. | **Score** |
| **Self-Awareness** | Questions own biases, preconceptions, and assumptions and demonstrates a developing sense of self by creating new ways of thinking. | Questions own biases, preconceptions, and assumptions. | Engages in limited exploration of personal beliefs, assumptions, and preconceptions but does not demonstrate awareness of personal biases. | States their position but makes no attempt at self-criticism and demonstrates little insights into their personal biases and preconceptions. |  |
| **Clarity** | Presents ideas in a clear, organized manner using expressive language such that a novice reader can visualize and make sense of the concepts discussed. | Presents ideas in a clear, organized manner. | Uses clear language with minimal use of slangs. Presents ideas in an organized manner with infrequent lapses in clarity and accuracy. | Ideas are not presented in a clear, organized manner; Unclear or inappropriate language is used (e.g., slang, undefined acronyms, etc.). |  |
| **Relevance** | Reflects on a meaningful learning experience that is relevant to student and course learning outcomes. | Reflects on a learning experience that is relevant to student and course learning outcomes. | Attempts to demonstrate relevance of the experience being reflected upon to course learning outcomes but does not articulate it clearly. | Most of the reflection is irrelevant to the student or course learning outcome. |  |
| **Analysis** | Examines, appraises, and reflects on the learning experience. Elaborates on how the experience enhanced their understanding of self, others, and/or course concepts. | Examines, appraises, and reflects on the learning experience. | Attempts to reflect on the learning experience but fails to demonstrate depth of analysis. | Provides only description of the learning experience with no analysis. |  |
| **Interconnection** | Makes connections between the experience, course concepts, and existing knowledge. Adapts learning to a broader context. | Makes connections between the experience, course concepts and existing knowledge. Applies learning to a broader context. | Makes limited connections between the learning experience and course concepts or previous knowledge. | Attempts but does not make a meaningful connection between experience and existing knowledge. |  |
| **Total Score ( /20)** | | | | |  |

Adapted by PATHS, York University, from the *Assessment Rubric for Student Reflections by S. Jones, Office of Service Learning, IUPUI (retrieved from* [*https://studentlife.uiowa.edu/assets/Using-Reflection-for-Assessment.pdf*](https://studentlife.uiowa.edu/assets/Using-Reflection-for-Assessment.pdf)*).*