

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.

Level	Mastering (4)	Applying (3)	Developing (2)	Emerging (1)	Score
Criterion	Metacognitive: Demonstrates profound learning by examining, appraising, and reflecting on the experience, and further <u>adapting</u> the learning to a broader context.	Analytic: Demonstrates profound learning by examining, appraising, and reflecting on the experience, and further <u>applying</u> the learning to a broader context.	Empathic: Demonstrates some learning by attempting to challenge beliefs, values, and attitudes, and by making limited connections between the experience and existing knowledge.	Descriptive: Attempts to make sense of new experiences but does not establish a meaningful connection between the experience and existing knowledge.	
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. <u>Adapts</u> learning to a broader context.	Makes connections between the experience, course concepts and existing knowledge. <u>Applies</u> 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>)