Student Self-Assessment (Self-Reflection) Rubric

Assess your self-reflection skills against the criteria provided (self-awareness, clarity, relevance, analysis, interconnection), identifying the stage you are currently in and noting the number in the last column. Once completed, add the numbers in each column and record the total score. Looking at your total score and the score for each criterion row, how would you assess your self-reflection skills currently? What insights did you gain? How have your skills developed over time?

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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 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)*)*