



SELF-ASSESSMENT RUBRIC

| | Mastering (4) | Applying (3) | Developing (2) | Emerging (1) |
|----------------|--|--|--|--|
| | Metacognitive: Demonstrates profound learning by examining, appraising, and reflecting on the experience, and further adapting the learning to a broader context. | Analytic: Demonstrates profound learning by examining, appraising, and reflecting on the experience, and further applying 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. |