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| Mastering (4) |  | Applying (3) |  | Developing (2) |  | Emerging (1) |

SELF-REFLECTION SERIES



# SELF-ASSESSMENT RUBRIC

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| 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. |

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)