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| **Criteria** | **Reflective Practitioner****[5-6 points]** | **Aware Practitioner****[3-4 points]** | **Reflection Novice****[1-2 points]** | **Unacceptable****[0 points]** | **Points** |
| **Clarity** | The language is clear and expressive. The reader can create a mental picture of the situation being described. Abstract concepts are explained accurately. Explanation of concepts makes sense to uninformed reader. | Minor, infrequent lapses in clarity. Abstract concepts are explained fairly accurately. | There are frequent lapses in clarity. Concepts are either not discussed or are presented inaccurately. | Language is unclear and confusing throughout. Concepts are either not discussed or are presented inaccurately. |  |
| **Relevance** | The reflections show tremendous thought and effort. The learning experience being reflected upon is relevant and meaningful to student and unit learning goals. | The reflections show some thought and effort. Student makes attempts to demonstrate relevance, but the relevance is unclear in reference to unit learning goals. | The reflections show poor thought and effort. Most of the reflection is irrelevant to student and/or unit learning goals. | Most of the reflection is irrelevant to student and/or course learning goals. |  |
| **Analysis** | The reflection moves beyond simple description of the experience to an analysis of how the experience contributed to student understanding of self, others, and/or course concepts. | The reflection demonstrates student attempts to analyze the experience to understanding of self, but analysis lacks depth. | Student makes attempts at applying the learning experience to understanding of self, others, and/or course concepts but fails to demonstrate depth of analysis. | Reflection does not move beyond description of the learning experience(s). |  |
| **Interconnectedness** | The reflection demonstrates connections between the experience and material from other courses; past experience; and/or personal goals. | The reflection demonstrates connections between the experience and material from other courses; past experience; and/or personal goals. | There is little to no attempt to demonstrate connections between the learning experience and previous other personal and/or learning experiences. | No attempt to demonstrate connections to previous learning or experience. |  |
| **Self-Criticism** | The reflection demonstrates ability of the student to question their own biases, stereotypes, preconceptions, and/or assumptions and define new modes of thinking as a result. | The reflection demonstrates ability of the student to question their own biases, stereotypes, preconceptions. New modes of thinking not evident. | There is some attempt at self-criticism, but the self-reflection fails to demonstrate a new awareness of personal biases, etc. | Not attempt at self-criticism. |  |
|  |  **/30** |