

Rubric to Provide Feedback on Reflective Writing

	UNDEVELOPED	DEVELOPING	SKILLED
<p>DESCRIBING EXPERIENCE</p> <p>The student provides a description of the experience, observation, activity, reading, etc. upon which he or she is reflecting.</p>	Description is unclear and vague.	Description is clear but general.	Description is clear and focused on the specific aspects that challenge the student.
<p>DESCRIBING RESPONSE</p> <p>The student provides a description of their intellectual and emotional response to the experience.</p>	Description is unclear and vague.	Description is limited to one domain (e.g., only emotional or intellectual) or to reflection only, without indication of conscious contemporaneous reflection.	Clear and focused description of the feelings, thoughts, and questions raised by the student at the time of the experience and upon reflection.
<p>GENERAL / DIRECTED TOPIC REFLECTION</p> <p>There is evidence that the student has questioned or evaluated their prior perceptions, actions, or beliefs.</p>	Minimal reflection – No personal reflection or limited to description of general opinions and behaviors. There is no reflection on underlying assumptions, habits, or values driving those opinions or behaviors.	The reflection makes connection between student's personal assumptions, habits, or values and the opinions or behaviors upon which the student is reflecting.	Critical reflection – There is critical evaluation (i.e., questioning or closer examination) of the student's personal assumptions, habits, or values and their connection to the opinions or behaviors upon which the student is reflecting in light of other perspectives.

<p>USING INSIGHTS The student's reflection leads to plans for future action.</p>	<p>The student's reflection is entirely backward looking, with no indication of how the student will use the insights and skills gained.</p>	<p>The student has generalized statements regarding how the reflection will direct future actions or beliefs.</p>	<p>The student provides concrete plans for further action or reflection for a specific purpose, such as developing skills, improving self-understanding, or refining belief systems.</p>
<p>CONNECTIONS TO READING/RESEARCH The student uses coursework, reading or independent research to advance reflection as appropriate.</p>	<p>There is no reference to outside reading or research to inform reflection.</p>	<p>The reflection refers to past readings or research in a descriptive or citational manner. There is little indication of motivation to use the reading or research to inform reflection.</p>	<p>The student connects reflection to past readings and research, and indicates efforts to re-read or conduct additional research to learn more about aspects of the experience upon which reflection occurs. There is description of specific insights or extensions of reflection gained from that reading and research.</p>
<p>CONNECTIONS TO PEOPLE The student engages instructors, mentors, colleagues, and others in conversations about reflection as appropriate.</p>	<p>The student demonstrates no effort to engage others in reflecting on the experience or insights.</p>	<p>The student describes some conversations or interviews regarding the experience or reflection but only in an incidental fashion, rather than as an effort to test ideas or gain insights.</p>	<p>The student demonstrates meaningful conversations with others to test ideas and gain insights on the experience and reflection.</p>

<p>WRITING QUALITY The quality of writing indicates careful attention to reflective practice by defining clear topics, using concrete and precise language, organizing thoughts for the reader, and proofreading essay for grammar, punctuation and spelling.</p>	<p>The writing is unfocused, unorganized, vague, and sloppy.</p>	<p>The writing shows some focus and organization. The language shows some precision and the essay was proofread.</p>	<p>The topic(s) are clear and specific, the descriptions use concrete and precise language and the insights are precise and clear. The organization of the writing is apparent and effective. The essay has been proofread for grammar, punctuation and spelling errors.</p>
<p>Format and timing</p>	<p>Fails to meet minimum page requirements. Submitted late.</p>	<p>Barely meets the minimum page requirement. Submitted on time.</p>	<p>Exceeds the minimum page count. Submitted on time.</p>

Additional suggestions:

- Try to provide individual feedback on each assignment, even if it is simply “Thank you for your reflection” with some acknowledgement of the content, such as “you were not alone in concluding that_____” or “I agree that_____”.
- If questions or reflection appear shallow or insincere, additional questions may be asked to prompt more thoughtful responses in future reflection.