Critical Reflection Rubric

To receive credit for this assignment, you need to complete **all** the criteria below. If your work does not meet any of the specifications, then it will be marked as "not yet complete." You then have the opportunity to revise and resubmit your assignment with a free pass within a week of receiving feedback.

Criteria	Complete	Not yet complete
Word Limit	☐ Reflection meets the ~**1000 word** specification and word count is provided	☐ Reflection is less than 500 words **or** greater than 1500 words
Writing Structure	☐ Writing is mostly **clear, concise, and well organized** with good sentence & paragraph construction ☐ Thoughts are expressed in a **coherent** and logical manner ☐ There are *no more than 4* spelling, grammar, or syntax errors per page of writing	☐ Writing is unclear and/or disorganized with weak sentence & paragraph structure ☐ Thoughts are not expressed in a coherent or logical manner ☐ There are numerous (more than **5**) spelling, grammar, or syntax errors per page of writing
Describes experience in an objective and detailed manner	☐ The reflection is positioned based on the student's **experience**. ☐ The experience is described **factually** and neutrally ☐ There is an **appropriate level of detail** in terms of "who, what, where, and when" so the reader can understand the experience in the context of the learning goals and the learning that occurred.	☐ The reflection is *not* positioned based on the student's experience but instead focuses on abstract or theoretical ideas or concepts ☐ The experience is *not* described factually and neutrally ☐ The level of detail is *extraneous* or *not rich enough* to allow the reader to understand the experience in the context of the learning goals and the learning that occurred.
Examines experience considering specific learning goals or objectives	☐ The **implications** of the experience are tied to the student's personal learning goals or objectives ☐ **Examines** how internal (i.e. personal characteristics) and external factors (i.e. peers, instructors, environment) were significant to achieving (or not) learning goals ☐ **Evaluates** which factors posed the most **significant challenges** in achieving (or not) specific learning goals	☐ No or weak connections are made between the experience and the student's personal learning goals or objectives ☐ No or weak examination of how internal and external factors were significant to achieving (or not) learning goals ☐ No or weak evaluation of which factors posed the most significant challenges in achieving (or not) specific learning goals

Articulates learning	☐ "I learned…" statement describes the concept, process, method, and skills learned so someone **outside** of the discipline can understand. Expresses the learning, in **general terms**, not just in the context of the course so the reader can see how the learning applies broadly ☐ "I learned this when…" statement connects the learning to **specific activities** the student did in their research ☐ "This learning matters because…" statement explores why this learning has **value** both in terms of the research, but also for skill development, researcher identity, academic, career, and professional goals ☐ "In light of this learning…and future directions…" statement includes specific and assessable **goals**; consider the **benefits** and **challenges** involved in fulfilling them, explores using this learning to improve themselves and/or the quality of their education and/or the quality of their future	☐ "I learned…" statement is <u>missing</u> or describes the concept, process, method, and skills learned with jargon or discipline specific terminology that is insufficiently explained so that someone outside of the discipline can **<u>not</u>** understand. Expresses the learning in **specific terms** only so the reader can <u>not</u> see how the learning applies broadly ☐ "I learned this when…" statement is <u>missing</u> or does <u>not</u> connect the learning to **specific activities** the student did in their research ☐ "This learning matters because…" statement is <u>missing</u> or does <u>not</u> explore why this learning has **value** in terms of the research, or for skill development, researcher identity, academic, career, and professional goals ☐ "In light of this learning…and future directions…" statement is <u>missing</u> or does <u>not</u> include specific and assessable **goals**, or consider the **benefits** and **challenges involved** in fulfilling them, or does not explore how the student will use this learning to improve themselves and/or the quality of their education and/or the quality of their future
Depth of Reflection	☐ The response demonstrates an in-depth reflection on, and personalization of, the research experience connected to course goals, research skill development, and researcher identity**; most of the writing** is spent **articulating the learning** rather than describing the experience.	☐ The response does <u>not</u> demonstrate an in-depth reflection on, and personalization of, the research experience as connected to course goals, research skill development, and researcher identity; most of the writing is spent <u>describing the experience</u> rather than articulating the learning.

Strengths of your critical reflection:

Areas for **growth** in your critical reflection: