

Critical Reflection Rubric

The value of assessing reflection is that it signals to students the importance of experiential learning and provides an opportunity for you to provide feedback on their learning. Rubrics are valuable tool for students as they articulate the learning and behavioural expectations of an assignment and demonstrate alignment between an assignment and the learning outcomes for the course.

The critical reflection rubric below (adopted from Kember et al., 2008) provides a framework for evaluating reflection. This rubric can be used on its own or as a starting point upon which to layer course-specific expectations.

	Critical Reflection	Reflection	Understanding	Habitual Action/ Non-Reflection
	A: 80-100%	B: 70-79%	C: 60-69%	D/F: >60%
Reflection on Existing Knowledge	Critically reviews existing knowledge, questions assumptions, and articulates new perspectives as a result of experience	Active and careful consideration of existing knowledge and articulates new understanding of knowledge as a result of experience	Makes use of existing knowledge without an attempt to evaluate/appraise knowledge; demonstrates understanding but does not relate to other experiences or personal reaction	Automatic/superficial responses with little conscious/deliberate thought or reference to existing knowledge; responses are offered without attempting to understand them
Connection to Academic Concepts	Demonstrates superior connection between experience and class content (concepts/theories) and literature; evidence of application of theory and reconstruction of perspective	Demonstrates clear connections between experience and class content (concepts/theories) ; evidence of application of theory	Connects experience with class content (concepts/theories) but remains superficial or abstract	Connections are not drawn between experience and class content (concepts/theories) or literature
Evidence of Development	Articulates transformation of their perspective of themselves or about a particular issue/concept/ problem as a result of experience	Articulates new understanding/insights about self or particular issue/concept/ problem as a result of experience	Limited/superficial insight about self or particular issue/concept/ problem as a result of experience	No evidence of insights about self or particular issue/concept/ problem as a result of experience

Kember, D., McKay, J., Sinclair, K., Kam, F., & Wong, Y. (2008). A four-category scheme for coding and assessing the level of reflection in written work. *Assessment & Evaluation in Higher Education*, 33(4), 369-379.