

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.