**Journal Reflection Rubric**

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| **Criteria** | **Unsatisfactory-Beginning** | **Developing** | **Accomplished** | **Exemplary** | **Total** |
| **Content****Reflection** | **0-34 points** | **35-39 points** | **40-44 points** | **45-50 points** | **/**50 |
| Reflection lacks critical thinking. Superficial connections are made with key course concepts and course materials, activities, and/or assignments  | Reflection demonstrates limited critical thinking in applying, analyzing, and/or evaluating key course concepts and theories from readings, lectures, media, discussions, activities, and/or assignments Minimal connections made through explanations, inferences, and/or examples.  | Reflection demonstrates some degree of critical thinking in applying, analyzing, and/or evaluating key course concepts and theories from readings, lectures, media, discussions activities, and/or assignments. Connections made through explanations, inferences, and/or examples. | Reflection demonstrates a high degree of critical thinking in applying, analyzing, and evaluating key course concepts and theories from readings, lectures, media, discussions activities, and/or assignments. Insightful and relevant connections made through contextual explanations, inferences, and examples. |
| **Personal Growth** | **0-13 points** | **14-15 points** | **16-17 points** | **18-20 points** | **/**30 |
| Conveys inadequate evidence of reflection on own work in response to the self-assessment questions posed. Personal growth and awareness are not evident and/or demonstrates a neutral experience with negligible personal impact. Lacks enough inferences, examples, personal insights and challenges, and/or future implications are overlooked. | Conveys limited evidence of reflection on own work in response to the self-assessment questions posed. Demonstrates less than adequate personal growth and awareness through few or simplistic inferences made, examples, insights, and/or challenges that are not well developed. Minimal thought of the future implications of current experience. | Conveys evidence of reflection on own work with a personal response to the self-assessment questions posed. Demonstrates satisfactory personal growth and awareness through some inferences made, examples, insights, and challenges. Some thought of the future implications of current experience. | Conveys strong evidence of reflection on own work with a personal response to the self-assessment questions posed. Demonstrates significant personal growth and awareness of deeper meaning through inferences made, examples, well developed insights, and substantial depth in perceptions and challenges. Synthesizes current experience into future implications.  |
| **Writing Quality** | **0-13 points** | **14-15 points** | **16-17 points** | **18-20 points** | **/**20 |
| Poor writing style lacking in standard English, clarity, language used, and/or frequent errors in grammar, punctuation, usage, and spelling. Needs work. | Average and/or casual writing style that is sometimes unclear and/or with some errors in grammar, punctuation, usage, and spelling.  | Above average writing style and logically organized using standard English with minor errors in grammar, punctuation, usage, and spelling.  | Well written and clearly organized using standard English, characterized by elements of a strong writing style and basically free from grammar, punctuation, usage, and spelling errors.  |
| **Timeliness** | **Deduct 11 points-overall failing** | **Deduct 6-10 points** | **Deduct 1-5 points** | **0 points deducted** | **/--** |
| Journal reflection is submitted 2-3 days (49-72 hours) after the deadline. | Journal reflection is submitted 1-2 days (25-48 hours) after the deadline. | Journal reflection is submitted within 1 day (24 hours) after the deadline. | Journal reflection is submitted on or before deadline. |
| **TOTAL POINTS (sum of 4 Criteria)** | **/100** |

**Instructor Guide and Notes**

* Sharing and discussing your Rubric with students is a good idea so that you can all come to a common understanding of what is expected for the reflection assignment and how students’ work will be graded. Students should be able to visibly see a link to the Rubric at the beginning of the assignment in web-enhanced, hybrid, or fully online courses if a course management system is used (e.g., eCollege, Sakai, etc.).
* Rubrics make the process of grading more objective, consistent, and quicker (in the long run).
* Rubrics can also be used when reviewing any grade appeals.
* When grading:
	+ Pick three students’ journal reflections at random and “practice” grading them using the Rubric so you get a better feel for it.
	+ Focus on the “Exemplary” mastery level (category) on each criterion before the other mastery levels (i.e., Accomplished, Developing, Beginning-Unsatisfactory) when evaluating and grading each student’s reflection. The Exemplary mastery level articulates the highest learning outcome.
* If the rubric doesn’t do what you want, adjust it, as needed. For example, modify mastery descriptions to add “context” for your journal reflection assignment, if needed. However, be careful to maintain a similar “weighting” of criteria (i.e., “content” should be a significantly higher weighting than the “mechanics” of the assignment). Also, be aware that the “points” assigned for each mastery level have been mathematically calculated and proportioned as follows: overall, Exemplary is ~ 90-100%; Accomplished is ~80-89%; Developing is ~ 70-79%; and Beginning-Unsatisfactory is ~ 0-69%.
* This Rubric will work with both “percentage-based” grading systems and “points-based” grading systems. For percentage-based grading systems, it is important that the overall points add up to 100 points to work properly with the Gradebook in the course management system (e.g., eCollege, Sakai, etc.).
* It is recommended that instructors include a “model” of an “Exemplary” journal reflection so students have a frame of reference before undertaking the assignment.