

OSU Center for Teaching and Learning

Reflective Writing Rubric

	Exemplary	Proficient	Developing	Novice
Course Content	<i>Professor to provide</i>	<i>Professor to provide</i>	<i>Professor to provide</i>	<i>Professor to provide</i>
INTELLECTUAL SKILLS				
Self-Awareness	Student questions own biases, stereotypes, preconceptions, and/or assumptions and defines new modes of thinking as a result.	Student questions own biases, stereotypes, and preconceptions.	Student attempts self-criticism, but the reflection fails to demonstrate a new awareness of personal biases, etc.	Student makes no attempt at self-criticism.
Critical Thinking: Analyzing Perspectives	Student assesses and evaluates perspectives, knowledge, and opinions gained from course concepts and experience. Student links these assessments to own perspectives and opinions on the issue.	Student assesses and evaluates perspectives, knowledge and opinions gained from course concepts and experience.	Student asks questions and shows awareness of multiple perspectives. Opinions are stated with some analysis and support.	Student accepts things at face value; opinions are stated without analysis or support.
Depth of Reflection	Metacognitive: Student examines the learning process, showing what learning occurred, how learning occurred, and how newly acquired knowledge or learning altered existing knowledge.	Analytical: Student applies learning to a broader context of personal and professional life.	Empathic: Student demonstrates thoughts about or challenges to beliefs, values, and attitudes of self and others.	Descriptive: Student demonstrates acquisition of new content from significant learning experiences but does not apply new content to self.
Synthesis and Integration	Writing provides examples of evaluation or revision of real and fictitious interactions as well as discussion of how insights will shape future action.	Writing provides evidence of student's use of readings, observations, and discussions to examine, appraise, compare, contrast, plan for new actions or response, or propose remedies to use in and outside structured learning experiences.	Writing provides examples of self-projection into the experiences of others, sensitivity towards the values and beliefs of others, and/or tolerance for differences. New understanding is not directly linked to future practice.	Writing provides minimal/no evidence of gaining knowledge, making sense of new experiences, or making linkages between old and new information.

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PRACTICAL SKILLS: COMMUNICATION				
Academic Writing Conventions	Finished draft has no or 1-2 errors; errors do not impede readability.	Finished draft contains 3-5 errors; errors do not impede readability.	Finished draft contains 3-5 errors; errors impede readability in a few places.	Finished draft contains more than 5 errors; errors impede readability throughout assignment.
Language and Style	Word choice and tone appropriate to academic writing; sentences vary in length and complexity.	Appropriate word choice and tone; some attention to sentence structure and variety.	Occasional use of slang or inappropriate or inaccurate language; minimal discernible attention to sentence length and variety.	Frequent use of slang or inappropriate or inaccurate language; no explicit attention to sentence length and variety.
Assignment Components and Format	Assignment meets all page length, drafting, and feedback requirements; uses appropriate and correct citation style.	Assignment meets all page length, drafting, and feedback requirements; 1-2 stylistic errors.	Assignment misses 1 requirement; 3 or more stylistic errors.	Assignments misses 2 or more requirements; 3 or more stylistic errors.

Developed from:

Chabon, S. & Lee-Wilkerson, D. (2006). Use of journal writing in the assessment of CSD students' learning about diversity: A method worthy of reflection. *Communication Disorders Quarterly*, 27(3), 146-158.

Jones, S. (2015) Using reflection for assessment. Office of Service Learning, IUPUI. url: vp.studentlife.uiowa.edu/assets/Using-Reflection-for-Assessment.pdf