

ASSESSMENT RUBRIC FOR TEAM 'ONE PAGE SUMMARIES' AND REFLECTION

Team number:

Criterion		FI-F2: Habitual action (non-reflective, descriptive)	P1-P2: Thoughtful action or introspection	Credit: Reflection	D-HD: Critical Reflection
Reflection spectrum	Reflection and self-assessment: A narrative around checking on one's own assumptions, question prior experiences and reflect upon previously learned knowledge	Superficial descriptive approach (fact reporting, vague impressions) without reflection or introspection. Students may not show any understanding of changes in their thinking	Elaborated descriptive narration approach and impressions without reflection	Movement beyond reporting or descriptive narration to reflecting (i.e. attempting to understand, question, or analyse the event). Students articulate how new information and concepts have directly changed their previous ideas about a topic.	Exploration and critique of assumptions, values, beliefs, and/or biases, and the consequences of action (present and future). Students demonstrate a strong sense of self as a learner by challenging their previous perceptions, emotions, attitudes, insights, meanings and actions in new contexts. Students articulate these changes clearly and confidently. Conveys a clear sense of a breakthrough.
	Description of conflict, challenges or dilemmas	No description of the dilemma, conflict, challenge, or issue of concern	Absent or weak description of the dilemma, conflict, challenge, or issue of concern	Description of the dilemma, conflict, challenge, or issue of concern	Full description of the dilemma, conflict, challenge, or issue of concern that includes multiple perspectives, exploring alternative explanations, and challenging assumptions.
Transfer	Discussion around taking prior learning strategies and applying them to different situations	Students do not recognise the impact of prior learning on new contexts	Students demonstrate acquisition of new content from significant learning experiences.	Students demonstrate thoughts about or challenges to beliefs, values, and attitudes of self and others and provide examples of self-projection into the experiences of other, sensitivity towards the values and beliefs of others, and/or tolerance for differences.	Students demonstrate the application of learning to a broader context of personal and professional life. Students examine the learning process, showing what learning occurred, how learning occurred, and how newly acquired knowledge or learning altered existing knowledge.
Self-awareness	Analysis and expression of individual process of learning	Students do not explore their individual thought processes, nor express why certain learned information is meaningful to them	Students can articulate how their own thought processes and learning styles are unique.	Students show how their own learning process directly impacts their understanding and expression of information.	Students clearly articulate their individual thought processes in several ways and express why certain learned information is meaningful to them in different contexts.
Feedback comments:					

This rubric has been adapted from the following resources:

- Wald, H.S., Borkan, J.M., Scott Taylor, J., Anthony, D., and Reis, S.P. Fostering and evaluating reflective capacity in medical education: Developing the REFLECT rubric for assessing reflective writing. Academic Medicine, 87 (1), 41-50
- Assessment Rubrics: <https://www.ed.ac.uk/reflection/facilitators-toolkit/assessment/rubrics> from The University of Edinburgh, UK
- CSUSB Metacognition Rubric 2017: <https://www.csusb.edu/sites/default/files/upload/file/GE%20MetacognitionRubric2017.pdf> from California State University, San Bernardino, California, USA