

Critical Reflection Rubric (see also DEAL reflection assignment on reverse)

Item	Level One (1)	Level Two (2)	Level Three (3)	Level Four (4)
Communication: Clarity	Consistently fails to provide examples to illustrate points, to define terms, and/or to express ideas in other ways.	Occasionally provides examples to illustrate points, to define terms, and/or to express ideas in other ways.	Usually provides examples to illustrate points, to define terms, and/or to express ideas in other ways.	Consistently provides examples to illustrate points, to define terms, and/or to express ideas in other ways.
Communication: Depth	Fails to address questions that may arise from statements being made; consistently oversimplifies when making connections; fails to consider complexities of the issue.	Addresses few of the questions that may arise from statements being made; often oversimplifies connections; considers little complexity of the issue.	Addresses some but not all of the questions that arise from statements being made; rarely oversimplifies when making connections; considers some of the complexities of the issue.	Thoroughly addresses the questions that arise from statements being made; avoids oversimplifying; considers full complexities of the issue.
Openness: Breadth	Ignores or superficially considers alternative points of view and/or alternative interpretations of behavior, phenomena, learning experiences or data.	Gives minimal consideration to alternative points of view and/or interpretations. Makes very limited use of them in describing events, data patterns or learning.	Gives some consideration to alternative points of view and/or interpretations. Makes some use of them in describing events, behaviors, data or learning experiences.	Gives meaningful consideration to alternative points of view and/or interpretations. Makes very good use of them in describing events, data patterns, behaviors or learning experiences.
Empathy: Fairness	Consistently represents others' perspectives in a distorted or biased way.	Occasionally represents others' perspectives in a distorted or biased way.	Often but not always represents others' perspectives with integrity (without distortion or bias).	Consistently represents others' perspectives with integrity (without distortion or bias).
Self-Awareness: Academic Enhancement	Identifies a specific academic concept that you now understand better as a result of reflection on a recent learning experience.	Can explain the academic concept and the experiential learning incident so that someone who wasn't there can understand both.	Can compare and contrast your initial understanding of the academic concept with your subsequent (deeper or different) understanding based on your recent experience.	Expresses enhanced understanding of the concept based on recent experience and also on feedback from trying to make your learning journey comprehensible to someone else.
Self-Awareness: Personal Growth	Can identify and explain a personal characteristic that you now understand better about yourself based on recent learning experience.	Analyzes and can explain (without getting defensive) the sources of this personal characteristic. Can describe both positive and negative aspects of this characteristic.	Considers how this personal characteristic does/might be affecting, positively or negatively, your interactions with others, your decisions and/or other areas of life.	Can propose steps necessary to use, improve or moderate possible negative effects of this personal characteristic over the short term or in specific contexts for greater interpersonal and/or career success.

Critical Reflection Assignment (structured with DEAL) for Academic Learning (generic)

Describe a SL-related experience (objectively and in some detail)

- When did this experience take place?
- Where did it take place?
- Who else was there? Who wasn't there?
- What did I do? What did others do? What actions did I / we take?
- What did I / we say or otherwise communicate?
- Who didn't speak or act?
- Etc.

Examine that experience (academic learning)

- What specific academic material is relevant to this experience? Explain the concept, theory, etc clearly and concisely so that someone unfamiliar with it could understand it
- How did the material emerge in the experience (When did I see it or note its absence? How did or should I or someone else use it?) ?
- What academic (e.g., disciplinary, intellectual, professional) skills did I use / should I have used? In what ways did I / others think from the perspective of a particular discipline and with what results?
- In what specific ways are my understanding of the material or skill and the experience the same and in what specific ways are they different? What are the possible reasons for the difference(s) (e.g., bias, assumptions, lack of information on my part or on the part of the author / instructor / community?)

Articulate Learning

"I learned that" ...

- Express an important learning, not just a statement of fact
- Provide a clear and correct explanation of the concept(s) in question so that someone not in the experience could understand it.
- Explain your enhanced understanding of the concept(s), as a result of reflection on the experience
- Be expressed in general terms, not just in the context of the experience (so that the learning can be applied more broadly to other experiences)

"I learned this when"

- Connect the learning to specific activities that gave rise to it, making clear what happened in the context of that experience so that someone who wasn't there could understand it.

"This learning matters because" ...

- Consider how the learning has value, both in terms of this situation and in broader terms, such as other organizations, communities, activities, issues, professional goals, courses, etc.

"In light of this learning" ...

- Set specific and assessable goals; consider the benefits and challenges involved in fulfilling them
- Tie back clearly to the original learning statement.