

Academic Reflection Rubric – General

Criteria	Insufficient	Emerging	Proficient	Exemplary
Description 20%	Description of texts, experiences, or concepts is unclear, insufficient, or factually incorrect.	Description of texts, experiences, or concepts is lacks clarity, sufficiency, and accuracy.	Description of the texts, experiences, or concepts is mostly clear, sufficient, and factually correct.	Description of the texts, experiences, or concepts is clear, sufficient, and factually correct.
Analysis 30%	- Connections are not made between concepts and/or experiences. - Very little to no evidence is used or analyzed. - Only addresses one point of view.	- Connections are suggested between concepts and/or experiences. - Some ideas are supported with reliable and appropriate evidence. - Does not specifically address more than one point of view.	- Connections are made between concepts and/or experiences but may lack detail. - Most ideas are supported with appropriate and reliable evidence that is attributed. - More than one point of view is considered, acknowledging the complexity of the issue.	- Specific connections are made between concepts and/or experiences. - Ideas are supported with appropriate and reliable evidence that is clearly attributed. - Multiple perspectives are analyzed, and the complexity of the issue is acknowledged.
Conclusions 30%	The paper does not clearly draw conclusions or discuss what has been learned from the experience.	The paper draws conclusions that are not based on the evidence provided. The paper is vague about what the student learned.	The paper draws relevant conclusions that are linked to evidence. The paper also discusses what the student has learned from the experience, though it may not be clear how the student will apply what was learned in the future.	The paper draws specific, relevant, and logical conclusions that follow from the analysis of the evidence. It is clear how the student has learned from the experience and will apply knowledge or skills in the future.
Style 10%	- Paper does not express a clear core idea. - Ideas are not organized logically. - Little to none of the paper is written in a formal tone. - Little to none of the prompt is followed.	- Paper expresses a core idea at the beginning. - Ideas are organized somewhat logically. - The author blends a formal and informal tone. - Some aspects of the prompt are followed.	- Paper mostly follows a core idea. - Ideas are organized logically, though transitions may be awkward. - The author uses a formal tone through most of the paper. - Most aspects of the prompt are followed.	- The entire paper is focused on a core idea. - Ideas are organized logically and transition smoothly between sentences and paragraphs. - The author consistently uses a formal, academic tone. - All aspects of the prompt are followed.
Professionalism 10%	- Mechanical errors make the paper difficult to read. - MLA 8 formatting not used and/or the Works Cited page and in-text citations (if applicable) are missing.	- Significant mechanical errors. - The paper has many errors in MLA 8 formatting (including Works Cited and in-text citations if applicable).	- Few mechanical errors. - MLA 8 formatting is adhered to, though with a few errors (including Works Cited and in-text citations if applicable).	- Free of mechanical errors. - MLA 8 formatting is adhered to (including Works Cited and in-text citations if applicable).