

HON 201_H Final Reflective Essay Rubric

CLO/Dimension Assessed	Accomplished 10 points	Proficient 9-7 points	Developing 6-4 points	Beginning 3-0 points
Think Critically (40 points possible)				
Inquire: Identify the key stages of the academic research process.	Clearly and appropriately identifies key stages from textbook and assignments.	Identifies most or all stages of the academic research process and assumptions are addressed. Some minor inaccuracies or omissions may be present, but do not interfere with meaning.	Lacking some key stages. Inaccuracies or omissions interfere with meaning.	Most or all of key stages are not identified, or are identified inaccurately. Meaning is unclear.
Inquire and Analyze: Identify assumptions you held about the research process, including but not limited to the stages. Describe how you tested your assumptions about the research process and reflect upon what you learned.	Identifies and clearly states assumptions, logically describes how assumptions were tested and demonstrates thoughtful reflection that includes analysis of what was learned. Provides sufficient and appropriate evidence that supports analysis.	Identifies and clearly states assumptions. For the most part describes how assumptions were tested and demonstrates thoughtful reflection but analysis may be less in-depth. Evidence may be less sufficient and/or less appropriate but does not undermine analysis.	Identifies assumptions. Statement of assumptions may be less clear. Description of testing may be less clear and/or analysis of learning in the reflection may be limited. Limited and/or less appropriate evidence undermines analysis.	Does not identify assumptions or meaning in statements is unclear. Descriptions and/or reflection are missing or unclear. Missing evidence.
Analyze: Address and analyze how your understanding of gathering and evaluating information changed over the term.	Presents changes in understanding and a thorough analysis of the changes including articulation of your current understanding. Provides sufficient and appropriate evidence that supports analysis.	Presents changes in understanding and analysis of changes. Analysis may be less thorough. Evidence may be less sufficient and/or less appropriate but does not undermine analysis.	Presents less detailed changes in understanding. Analysis may be limited. Limited and/or less appropriate evidence undermines analysis.	Does not present changes or lacks analysis. Missing evidence.
Evaluate: Articulate and evaluate the extent to which your sense of yourself as a scholar has or has not changed this term.	Synthesizes various perspectives on being a scholar. Articulates the change in their perspective and evaluates that change using sufficient and appropriate evidence.	Some synthesis of various perspectives on being a scholar. Articulates the change in their perspective and evaluates that change using sufficient and appropriate evidence.	Minor or vague sense of various perspectives on being a scholar. Analysis may be limited. Limited and/or less appropriate evidence undermines analysis.	Missing a sense of various perspectives on being a scholar and/or missing analysis and/or evidence.

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Engage diverse values with civic and ethical awareness (x2; 20 points possible)				
Recognize and evaluate diverse values and the perspectives of others by considering collaboration in the research process and the ways that research and/or evidence does or does not change by discipline and/or culture.	Describes and evaluates the impact of diverse values and perspectives on the research process. Considers different disciplines and/or cultures. Reflects on the role of collaboration.	Demonstrates awareness of diverse values and perspectives but with limited evaluation of their impact on the research process. Reflects on the role of collaboration.	Demonstrates limited ability to consider values and perspectives outside of one's personal experience. May lack evaluation of their impact on the research process and/or contain limited reflection on the role of collaboration.	Does not consider values and perspectives outside of one's personal experience. Reflection on collaboration may be missing.
Communicate effectively (20 points possible)				
Organization and Structure: Follow assigned format and address required questions in a thesis-driven argument	The essay is logically and fully developed, coherent, includes a clearly-written thesis, and covers the required questions and others as needed to develop the argument.	The essay contains elements of logical development, includes a thesis, covers the required questions, contains clear transitions and recognizable flow of ideas.	The essay lacks a logical organization and is sometimes disjointed and/or awkward. Thesis is not easily identifiable and may be missing.	The essay has no discernible organizational structure and may contain random and unconnected elements.
Presentation and Technique: Use tone and style that are appropriate for a college-level course; edit and proofread writing to remove technical errors	The essay is free of technical errors and/or errors of convention relevant to the reflective essay genre. The style and tone of the message enhances its effectiveness.	The essay is generally free of technical errors and/or errors of convention. Errors do not interfere with meaning. The style and tone of the message supports its effectiveness.	Repeated technical errors or errors of convention interfere with the audience's ability to understand the intended meaning. The style and tone of the message supports effectiveness in some aspects and undermines it in others.	Technical errors or errors of convention make it impossible for the audience to understand the intended meaning. The style and tone of the message undermines its effectiveness.