

# Grading Rubric for Reflection Assignments

Educ 1100 Human Diversity & PEA 299 Intercultural Understanding and Competence: Spring 2004 - Vaxjo University: Kajsa Higgins & Helen Mongan-Rallis

Categories	Exemplary	Intermediate	Beginning
<b>Self-disclosure</b>	<b>[3 points]</b> Seeks to understand concepts by examining <i>openly</i> your own experiences in the past as they relate to the topic, to illustrate points you are making. Demonstrates an <i>open, non-defensive ability to self-appraise</i> , discussing both growth and frustrations as they related to learning in class. Risks asking probing questions about self and seeks to answer these.	<b>[2 points]</b> Seeks to understand concepts by examining <i>somewhat cautiously</i> your own experiences in the past as they relate to the topic. Sometimes defensive or one-sided in your analysis. Asks some probing questions about self, but do not engage in seeking to answer these.	<b>[1 point]</b> <i>Little self-disclosure, minimal risk</i> in connecting concepts from class to personal experiences. Self-disclosure tends to be superficial and factual, without self-reflection.
<b>Connection to outside experiences</b>	<b>[3 points]</b> <i>In-depth synthesis</i> of thoughtfully selected aspects of experiences related to the topic. Makes <i>clear</i> connections between what is learned from outside experiences and the topic.	<b>[2 points]</b> Goes into <i>some detail</i> explaining some specific ideas or issues from outside experiences related to the topic. Makes <i>general</i> connections between what is learned from outside experiences and the topic.	<b>[1 point]</b> Identify some <i>general ideas</i> or issues from outside experiences related to the topic
<b>Connection to readings (assigned and ones you have sought on your own)</b>	<b>[3 points]</b> <i>In-depth synthesis</i> of thoughtfully selected aspects of readings related to the topic. Makes <i>clear</i> connections between what is learned from readings and the topic. Demonstrate further analysis and insight resulting from what you have learned from reading. Includes reference to at least two readings other than those assigned for class.	<b>[2 points]</b> Goes into more detail explaining some specific ideas or issues from readings related to the topic. Makes general connections between what is learned from readings and the topic. Includes reference to at least one reading other than those assigned for class.	<b>[1 point]</b> Identify some general ideas or issues from readings related to the topic. Readings are only those assigned for the topic.
<b>Connection to class discussions &amp; course objectives</b>	<b>[3 points]</b> Synthesize, analyze and evaluate thoughtfully selected aspects of ideas or issues from the class discussion as they relate to this topic.	<b>[2 points]</b> Synthesize clearly some directly appropriate ideas or issues from the class discussion as they relate to this topic.	<b>[1 point]</b> Restate some general ideas or issues from the class discussion as they relate to this topic.
<b>Spelling &amp; grammar errors</b>	<b>[2 points]</b> No spelling or grammar errors.	<b>[1 point]</b> Few spelling and grammar errors.	<b>[0 points]</b> Many spelling and grammar errors, use of incomplete sentences, inadequate proof reading.
<b>Total Score:</b> 12-14 points = A; 9-11 points = B; 5-8 points = C			