

BIO/HST 104 Health for Haiti Reflection Journal Rubric

Criteria	Unsatisfactory-Beginning	Developing	Accomplished	Exemplary	Total
Content Reflection	0-34 points	35-39 points	40-44 points	45-50 points	/75
	Reflection lacks critical thinking. Superficial connections are made with key course concepts and course materials, activities, and/or assignments	Reflection demonstrates limited critical thinking in applying, analyzing, and/or evaluating key course concepts and theories from readings, lectures, media, discussions, activities, and/or assignments. Minimal connections made through explanations, inferences, and/or examples.	Reflection demonstrates some degree of critical thinking in applying, analyzing, and/or evaluating key course concepts and theories from readings, lectures, media, discussions, activities, and/or assignments. Connections made through explanations, inferences, and/or examples.	Reflection demonstrates a high degree of critical thinking in applying, analyzing, and evaluating key course concepts and theories from readings, lectures, media, discussions, activities, and/or assignments. Insightful and relevant connections made through contextual explanations, inferences, and examples.	
Personal Growth	0-13 points	14-15 points	16-17 points	18-20 points	/35
	Conveys inadequate evidence of reflection on own work in response to the self-assessment questions posed. Personal growth and awareness are not evident and/or demonstrates a neutral experience with negligible personal impact. Lacks enough inferences, examples, personal insights and challenges, and/or future implications are overlooked.	Conveys limited evidence of reflection on own work in response to the self-assessment questions posed. Demonstrates less than adequate personal growth and awareness through few or simplistic inferences made, examples, insights, and/or challenges that are not well developed. Minimal thought of the future implications of current experience.	Conveys evidence of reflection on own work with a personal response to the self-assessment questions posed. Demonstrates satisfactory personal growth and awareness through some inferences made, examples, insights, and challenges. Some thought of the future implications of current experience.	Conveys strong evidence of reflection on own work with a personal response to the self-assessment questions posed. Demonstrates significant personal growth and awareness of deeper meaning through inferences made, examples, well developed insights, and substantial depth in perceptions and challenges. Synthesizes current experience into future implications.	
Writing Quality	0-13 points	14-15 points	16-17 points	18-20 points	/25
	Poor writing style lacking in standard English, clarity, language used, and/or frequent errors in grammar, punctuation, usage, and spelling. Needs work.	Average and/or casual writing style that is sometimes unclear and/or with some errors in grammar, punctuation, usage, and spelling.	Above average writing style and logically organized using standard English with minor errors in grammar, punctuation, usage, and spelling.	Well written and clearly organized using standard English, characterized by elements of a strong writing style and basically free from grammar, punctuation, usage, and spelling errors.	
Entries	Deduct 10 points-overall failing	Deduct 6-9 points	Deduct 1-5 points	0 points deducted	/15
	Journal reflection is missing more than 3 entries.	Journal reflection is missing 2 or 3 entries.	Journal reflection is missing one entry.	Journal reflection is complete (at least 14 entries)	
TOTAL POINTS (sum of 4 Criteria)					/150

Instructor Guide and Notes

- Sharing and discussing your Rubric with students is a good idea so that you can all come to a common understanding of what is expected for the reflection assignment and how students' work will be graded. Students should be able to visibly see a link to the Rubric at the beginning of the assignment in web-enhanced, hybrid, or fully online courses if a course management system is used (e.g., eCollege, Sakai, etc.).
- Rubrics make the process of grading more objective, consistent, and quicker (in the long run).
- Rubrics can also be used when reviewing any grade appeals.
- When grading:
 - Pick three students' journal reflections at random and "practice" grading them using the Rubric so you get a better feel for it.
 - Focus on the "Exemplary" mastery level (category) on each criterion before the other mastery levels (i.e., Accomplished, Developing, Beginning-Unsatisfactory) when evaluating and grading each student's reflection. The Exemplary mastery level articulates the highest learning outcome.
- If the rubric doesn't do what you want, adjust it, as needed. For example, modify mastery descriptions to add "context" for your journal reflection assignment, if needed. However, be careful to maintain a similar "weighting" of criteria (i.e., "content" should be a significantly higher weighting than the "mechanics" of the assignment). Also, be aware that the "points" assigned for each mastery level have been mathematically calculated and proportioned as follows: overall, Exemplary is ~ 90-100%; Accomplished is ~80-89%; Developing is ~ 70-79%; and Beginning-Unsatisfactory is ~ 0-69%.
- This Rubric will work with both "percentage-based" grading systems and "points-based" grading systems. For percentage-based grading systems, it is important that the overall points add up to 100 points to work properly with the Gradebook in the course management system (e.g., eCollege, Sakai, etc.).
- It is recommended that instructors include a "model" of an "Exemplary" journal reflection so students have a frame of reference before undertaking the assignment.