

Reflection Rubric Details – Evaluating

Evaluating: Description of actions taken, assessment of those actions and consideration of whether the results changes or confirms one’s belief about their approach to learning.

Evaluating Reflection Prompts:

- What have you done to address the difficulties you identified in the last reflection? Include a description of how your approaches were successful or unsuccessful. *[used after first reflection]*
- How have you tried to overcome this difficulty? Include a description of how your approaches have been successful or unsuccessful and what you learned.

Evaluating Rubric Item: R2 Evaluate how one’s learning strategies are working

Note: Students may describe something related to Evaluating in response to other reflection prompts. Encourage them to sort their responses in the future.

Code	Description	Sufficiently Detailed	Vague	None
Actions	Clearly describe actions taken or not taken to address the learning concern	Must go beyond naming the action to describing details about the actions (e.g., questioned asked in office hours; details of calculations tried)	<ul style="list-style-type: none"> • Only name the action(s) • Limited to “use”, “review”, “look at X”, with no specifics • No action taken yet 	No description of actions
Assessment	Assess actions taken to improve learning	Makes a clear successful or not successful claim and supports this claim with clear evidence (e.g., example(s), observation(s)) that are relevant to the course activity being reflected upon	<ul style="list-style-type: none"> • Makes a clear successful or not successful claim but provides little or no evidence • Does not link claim to course activity being reflected upon 	No assessment of actions OR action not taken yet
Change/Confirmation	Express change in or confirmation of one’s thinking (about learning strategies or learning concern) as a result	<ul style="list-style-type: none"> • Clear expression of belief • Explains why there is a change or confirmation in thinking • Abstraction extends past the present course activity being reflected upon 	<ul style="list-style-type: none"> • Only state belief, not why • No abstraction beyond the present course activity being reflected upon present assignment 	No belief stated OR No action taken yet