Student Name:

Number:

**Applied Learning Critical Reflection Scoring Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Poor (4-0) | Fair (6-5) | Good (8-79 | Excellent (10-9) | Score |
| **Intention**  [ 1\*] | Identifies a purpose for engaging in the experience without discussing personal  educational development. | Identifies the purpose for engaging in the experience and mentions personal educational development, but does not link these. | Explains the purpose for engaging in the experience, and discusses the link(s) to personal educational development. | Explains in depth the purpose for engaging in the experience and directly links it to personal educational development through expected educational outcomes. |  |
| **Application**  **of**  **Knowledge1**  [2\*] | Makes vague references to knowledge drawn from previous or current coursework but does not demonstrate how it was used in the applied learning experience. | Refers to knowledge drawn  from previous or current coursework and provides some insight into how it was useful in the applied learning experience. | Connects previous or current  coursework and provides concrete evidence of how it affected performance the applied learning experience. | Connects and extends previous  or current coursework and synthesizes it in an innovative way within the applied learning experience. |  |
| **Reflection**  [3a\*] | Describes own performance in  general or abstract terms, without indicating impact or significance on personal educational development. | Identifies at least one strength  and/or challenge highlighted by the experience and indicates a somewhat broader perspective about personal educational development. | Evaluates strengths and  challenges encountered in the experience and reveals broader perspectives about personal educational development. | Envisions a future direction for growth and/or application of strengths and reveals significantly broader perspectives about personal educational development. |  |
| **Evaluation**  **of Impact**  [3b\*] | Provides a vague or  oversimplified statement of the impact of the experience on others or on the profession/field. | Provides a specific example of  the impact of the experience on others or on the profession/field. | Discusses the results of the  experience, providing concrete  examination of its impact on others or on the profession/field. | Considers the results of the  experience with a thoughtful  evaluation of its impact on others or on the profession/field. |  |

1Modified from Transfer dimension of Foundations for Lifelong Learning VALUE Rubric

1. The student will articulate their expectations, the purpose, and/or the goals of the experience in terms of their personal educational development. [Thoughtful Expression]

2. The student will synthesize knowledge drawn from their coursework to address the issues/challenges/questions involved in the

experience. [Critical Thinking, Foundational Knowledge, Inquiry]

3. The student will communicate the impact or significance on their personal educational development *and* on others in the

profession or in the field at the *conclusion* of the experience. [Critical Thinking] NOTES: