

## Applied Learning Critical Reflection Scoring Rubric

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	Benchmark 1	Milestone 2	Milestone 3	Capstone 4	Score
<b>Intention</b> [EBC 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.	
<b>Application of Knowledge</b> <sup>1</sup> [EBC 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.	
<b>Reflection</b> [EBC 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.	
<b>Evaluation of Impact</b> [EBC 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.	

<sup>1</sup>Modified from Transfer dimension of Foundations for Lifelong Learning VALUE Rubric

EBC 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]

EBC 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]

EBC 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: