

# Reflective essay rubric

## WHAT IS THIS RESOURCE?

This is a grading rubric an instructor uses to assess students’ work on this type of assignment. It is a sample rubric that needs to be edited to reflect the specifics of a particular assignment. Students can self-assess using the rubric as a checklist before submitting their assignment. This sample rubric can also be found under the Turnitin tool in Blackboard to facilitate online grading.

## HOW DO I USE IT?

Edit the assignment requirements column, performance level descriptions in each box, and point values to align with a particular course assignment. Distribute the rubric to students when first introducing the assignment. Use the rubric to grade student work. To use the rubric in Blackboard, contact USC Blackboard support and [CET](http://cet.usc.edu/) for assistance. Also see the CET resource Tips for Designing Rubrics.

Table Reflective essay rubric

| Criteria | Excellent | Meets Expectations | Approaches Expectations | Needs Improvement |
| --- | --- | --- | --- | --- |
| Completeness | Clearly and completely answers the assignment prompt. Adheres to required length. | Almost completely answers the assignment prompt. Adheres to required length. | Partially addresses the assignment prompt. Adheres to required length. | Does not address the assignment prompt. |
| Analysis | Rich, detailed description of the case, conflict, challenge, or issue of concern. | Full description of the case, conflict, challenge, or issue of concern. | Partial description of the case, conflict, challenge, or issue of concern. | No description of the case, conflict, challenge, or issue of concern. |
| Evidence | Clear attempt to integrate relevant facts, relationships, and the student’s self. Includes conclusions based on synthesis of the description. | Clear attempt to integrate relevant facts, relationships, and the student’s self. | Slight or unclear attempt to integrate relevant facts, relationships, and the student’s self. | No attempt to integrate relevant facts, relationships, and the student’s self. |
| Writing | Impressions plus critical reflection (i.e. exploration and critique of assumptions, values, beliefs, and/or biases; multiple perspectives; alternatives; and the consequences of actions). Includes discussion of how behavior may change based on new insights. | Impressions plus reflection (i.e. attempting to understand or question the case). | Impressions without reflection. | No impressions, reflection or introspection. |