

# 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](mailto:blackboard@usc.edu) 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. |