

## Capstone Reflection Rubric

|   | 20  | 17  | 15   | 12 or below  |
|---|---|---|--|--|
| <b>Formatting</b>                                   | Follows the guidelines specified in the assignment. Formatting is professional and appropriate to the purpose of the document.  | Mostly follows the guidelines stated in the assignment. Formatting is consistent and shows a basic understanding of professional writing.                                 | Formatting departs more significantly from the guidelines in the assignment. Formatting might be inconsistent and distracting in spots.  | Formatting departs significantly from guidelines stated in the assignment. Formatting may be inconsistent or otherwise distracting.        |
| <b>Organization and Clarity</b>                     | Organized as a coherent, thoughtful essay. Language and tone are professional and appropriate to the topic. Free of typographical and grammatical errors.   | Organized mostly as a coherent essay. Language choices and tone are mostly consistent and professional. May contain a few, but minor typographical or grammatical errors. | Organization is basic, such as a summary or list of points. Tone is mostly professional. Some errors may distract from the overall text. | Little or no apparent organization. Tone is unprofessional. Typographical or grammatical errors may make the text difficult to understand. |
| <b>Description of Experience</b>                    | Multiple examples of experiences are developed in appropriate detail to illuminate key instances of learning.   | Multiple examples of experiences discussed in enough detail to illustrate learning.   | Cites one or two examples of relevant experience and description might provide limited illustration of learning.                         | Examples of experiences are not evident or are irrelevant or inappropriate to the assignment.  |
| <b>Analysis of Experience and Learning</b>          | Evaluates learning in relation to knowledge and skills developed in other settings (e.g., in class or on campus) and how these are adapted and developed in new situations or to solve new problems.                              | Describes how learning took place in specific contexts, including connections drawn to learning from other settings and/or skills that were applied toward new tasks.     | Connections between experience and learning are basic and mainly summarize events and/or information.                                    | No apparent connection between experiences described and any learning that might have taken place.   |
| <b>Reflection on Learning &amp; Self-Assessment</b> | Evaluates changes in learning over time, recognizing complex contextual factors that might influence the learning process (e.g., ambiguity, risk, frustrations, ethical considerations). Envisions a future of lifelong learning. | Demonstrates self-awareness as a learner by describing strengths and weaknesses and strategies for ongoing development.   | Describes own learning in very basic terms or success or failure.  | Fails to recognize or evaluate own process of learning.  |