

Rubric for Program Outcome Reflections [adapted from Wiggins & McTighe’s “rubric for six facets of understanding”]

Explanation	Interpretation	Application	Perspective	Empathy	Self-Knowledge
<i>Sophisticated:</i> an unusually thorough, elegant, and inventive reflection; fully supported, verified, and justified using artifacts; deep and broad; goes well beyond basic reflection.	<i>Profound:</i> a powerful and illuminating interpretation and analysis of the meaning or significance of the student’s experience in relation to an outcome; tells a rich and insightful story; sees deeply and incisively any ironies in the different interpretations which could be made of a given artifact	<i>Masterful:</i> fluent, flexible, and efficient grasp of the outcome; demonstrates knowledge and skill in adjusting understanding for novel, diverse, and difficult contexts.	<i>Insightful:</i> demonstrates a penetrating and novel reflection on their experience in relation to the outcome; effectively critiques and encompasses other plausible perspectives; takes a long and dispassionate, critical view of the issues involved.	<i>Mature:</i> reflection on the outcome demonstrates that the student is disposed and able to see and feel what others see and feel; unusually open to and willing to seek out the views of the neighbor both near and far,	<i>Wise:</i> reflection upon outcome demonstrates that the student is deeply aware of the boundaries of one’s own and others’ understanding; able to recognize prejudices and projections; has integrity
<i>In-depth:</i> an atypical and revealing account, going beyond what is obvious or what was explicitly taught; makes subtle connections; well supported by argument and evidence; novel thinking displayed.	<i>Revealing:</i> a nuanced interpretation and analysis of the meaning or significance of the student’s work with the outcome; tells an insightful story; provides a telling history or context; sees subtle differences, levels, and ironies in diverse interpretations.	<i>Skilled:</i> competent in the outcome, clearly uses their knowledge and skill to adapt their understanding in a variety of appropriate and demanding contexts.	<i>Thorough:</i> demonstrates a revealing and critical reflection on the outcome; makes own view more plausible by considering the plausibility of other perspectives; makes apt criticisms, discriminations, and qualifications.	<i>Sensitive:</i> reflection demonstrates that the student is disposed to see and feel what others see and feel; open to the unfamiliar and different.	<i>Circumspect:</i> reflection demonstrates awareness of the limits of personal understanding
<i>Developed:</i> an account that reflects some in-depth and personalized ideas; the student is making the work her own, going beyond the given – there is supported theory here, but insufficient or inadequate argument or evidence.	<i>Perspective:</i> a helpful interpretation or analysis of the meaning or significance of the student’s experience in relation to an outcome; tells a clear and instructive story; provides a useful history or context; sees different levels of interpretation.	<i>Able:</i> able to demonstrate the specific outcome with knowledge and skill in a few key contexts, albeit with a limited repertoire, flexibility, or adaptability to diverse contexts.	<i>Considered:</i> a reasonably critical and comprehensive reflection on the outcome; makes clear that there is plausibility to other points of view.	<i>Aware:</i> reflection demonstrates that the student knows and feels what others see and feel differently; is somewhat able to empathize with others, but may have difficulty making sense of odd or alien views.	<i>Thoughtful:</i> reflection suggests that the student is generally aware of what is and is not understood; beginning to be aware of how prejudice and projection can shape one’s views.
<i>Intuitive:</i> an incomplete account but with apt and insightful ideas; extends and deepens some of what was learned; some “reading between the lines”; account has limited support/argument/data or sweeping generalizations. There is a theory, but one with limited testing and evidence.	<i>Interpreted:</i> a plausible interpretation or analysis of the meaning or significance of a student’s experience in relation to an outcome; makes sense of a story; provides history and context.	<i>Apprentice:</i> has a limited grasp of the outcome; is beginning to perform it in familiar or simple contexts, with perhaps some needed coaching;	<i>Aware:</i> reflection demonstrates that the student is aware of different points of view and somewhat able to place their own view in perspective, but there is still weakness in considering the worth of another perspective, is uncritical about their own tacit assumptions.	<i>Developing:</i> reflection shows that the student has some capacity and self-discipline to “walk in another’s shoes” but is still primarily limited to one’s own reactions and attitudes	<i>Unreflective:</i> reflection upon the outcome is generally ignorant of student’s own specific context; generally unaware of how subjective judgments color or limit their understandings.
<i>Naïve:</i> a superficial account; more descriptive than analytical or creative; a fragmentary or sketchy account of facts/ideas or glib generalizations; a black-and-white account; less a theory than an unexamined hunch or borrowed idea.	<i>Literal:</i> a simplistic or superficial reading of the student’s experience; mechanical attention to the outcome, a decoding with little or no interpretation; no sense of wider importance or significance; a restatement of what was taught or read.	<i>Novice:</i> is not yet able to demonstrate anything of the outcome, perhaps does not yet understand what it is about	<i>Uncritical:</i> unaware of differing points of view in relation to what the outcome might entail; prone to overlook or ignore other perspectives; has difficulty imagining other ways of seeing things; prone to egocentric argument and personal criticisms.	<i>Egocentric:</i> reflection demonstrates little or no empathy beyond intellectual awareness of others; sees things through own ideas and feelings; ignores or is threatened or puzzled by different feelings, attitudes, or views.	<i>Innocent:</i> reflection demonstrates that the student is completely unaware of the bounds of their own understanding and prejudice