**Critical Reflection Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Overall Curricular Goals** | **Guiding Question** | **Acquiring** | **Developing** | **Refining** | **Exceeding/Mastery** |
| **Knowledge of Self in Relation to the Community (Positionality, reflexivity and awareness of power dynamics)**  *Specific Learning Objective(s):*  **Understanding social structures and structural inequities and their impacts on the community** | How does the student utilize self-awareness, introspection and reflexivity in relation to the community? | Identifies “Self” as an Outsider  Shows a deficit-based perspective of the community  Recognizes only student’s own strengths | Presents little evidence of asset-based perspective of the community  Identifies “Self” as an (in/out)sider  Identifies & discusses their own and community’s strengths in relation to the community’s social structure. | Shows good evidence of an asset-based perspective of community  Identifies “Self” as an (in/out)sider by identifying, discussing and analyzing their own and community’s strengths in relation to community social dynamics  Makes effective connections with key models and literature with a clear description of how they have built on their own and community’s strength in the community project | Demonstrates strong evidence of an asset-based perspective of community.  Identifies “Self” as an (in/out)sider by identifying, discussing, analyzing, and evaluating their own and community’s strengths and community social dynamics  Makes effective connections with the key models and literature with a clear description of how he/she /they has/have built on their own and community’s strength in the community project  Explains clearly how the/she/they will utilize these strengths to address structural inequities in the community and how it informs their future practices |
| **Critical Transformative Un/Learning in Community Context**  *Specific Learning Objective(s):*  **Un(learning) through ethical community engagement** | What evidence of un/learning through critical engagement with the community are present in student’s reflection? | Presents no evidence of actions taken to learn through interactions with the community and peers | Presents limited arguments that shows learning through community engagement and advocacy for promoting community wellbeing  Presents no specific evidence of actions and contexts that were transformative | Presents evidence of learning through community engagement and advocacy for promoting community wellbeing with details of specific actions and contexts that were transformative  Clear articulation of how it informed their engagement with the course and the community | Presents strong evidence of learning through community engagement and advocacy for promoting wellbeing  Gives details of specific actions and contexts that were transformative  Clear articulation of how it informed their engagement with the course and the community. demonstrate clear understanding of “Self” as a practitioner” |
| **Communication**  *Specific Learning Objective(s):*  **Writing, presentation style and inclusion of resources** | Inwhat ways students present their learning through community engagement? What type of evidence and resources are referenced to share and learn through their engagement with the community structural issues? | Unclear Language & structures, difficult to understand  Many spelling and/or grammatical errors  Does not follow formatting guidelines and reference style  Limited use of the appropriate literature and community resources  Gives partial response to reflection prompts. | Clear Language, but shows limited organization and presentation skills  Minor errors in spelling, grammar, formatting guidelines and reference style.  No explicit evidence of actions and Individual inclusion of key points from appropriate literature and community resources.  Responds to all reflection prompts with no critical analysis of the context/situation of what was transformative for their “un/learning” and why? | Coherent Language with minor spelling and grammatical errors  Good use of formatting guidelines and reference style  Clear inclusion of the appropriate and relevant literature and community resources  Responds critically to all prompts of reflection with specific analysis of the context/situation of what was transformative for their “un/learning” and why? | Persuasive and exemplary Language  No spelling and grammatical errors  Mastery of formatting guidelines and reference style  Strong critical analysis, synthesis and interpretation of “un/learning” that happened with analysis of the context/situation of what was transformative for their “un/learning” and why  Relevant literature and community resources woven with clear evidence of an asset-based understanding of community  Responds Critically to all prompts effectively in a manner that reflects student’s culturally appropriate ethical engagement with the community |