

### IEP PBIS - Reflective Response Grading Rubric

**Reflective responses depend on your demonstration of how well you understand and connect with the activities and experiences, rather than how you summarize or describe the activities.**

<b>Criteria</b>	<b>4/4.25 - Excellent</b>	<b>3.5/3.75 Good/Very Good</b>	<b>3.0/3.25 Adequate</b>	<b>2.8/2.9 Needs Improvement</b>
<b>Depth of Reflection, Evidence of critical thinking, connection of ideas</b>  (40%)	Response demonstrates an in-depth reflection on, and analysis of, the activity. Viewpoints and interpretations are insightful, meaningful and well supported. Relevant personal connections are made and clear, detailed examples are provided.	Response demonstrates a fairly deep reflection on, and analysis of, the activity. Viewpoints and interpretations are generally meaningful and supported. Some personal connections are made and appropriate examples are provided.	Response demonstrates a minimal reflection on, and analysis of, the activity. Some viewpoints and interpretations are unsupported or supported with weak arguments. Few personal connections are made and few examples are provided.	Response demonstrates a lack of reflection on, or analysis of, the activity. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples are not provided or are irrelevant to the assignment.
<b>Required Components</b>  (20%)	Response includes all components and meets or exceeds all requirements indicated in the instructions, including formatting. Each question or part of the assignment is addressed thoroughly.	Response includes all components and meets all requirements indicated in the instructions, including formatting. Each question or part of the assignment is addressed.	Response is missing some components and/or does not fully meet the requirements indicated in the instructions, including formatting. Some questions or parts of the assignment are not addressed.	Response excludes essential components and/or does not address the requirements indicated in the instructions, including formatting. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.
<b>Language, quality of writing, voice</b>  (40%)	Writing is clear, well organized, and shows very good control of grammar. Thoughts are vividly expressed using a wide range of vocabulary, used correctly. Strong sense of voice is evident.	Writing is mostly clear, well organized, and shows good control of grammar. Thoughts are clearly expressed using a fairly wide range of vocabulary, used correctly. Some sense of voice is evident.	Writing is somewhat clear and organized, with fair control of grammar. Thoughts are somewhat clearly expressed using a limited range of vocabulary. Little sense of voice is evident.	Writing is unclear and disorganized, with poor control of grammar. Thoughts are poorly expressed using a very limited range of vocabulary. Minimal or no sense of voice is evident.

Adapted from the University of Rhode Island website – Reflection Evaluation Criteria (Rubric): [https://web.uri.edu > assessment > files > reflection\\_rubric](https://web.uri.edu/assessment/files/reflection_rubric)