Generic Continuum Rubric for Reflections

1. Supports claims with specific Speaks in broad generalities;

examples from the artifact(s); describes successes and weaknesses

describes both strengths and weaknesses in broad terms

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1. Makes connections Offers no connections,

with other assignments comparisons, or looking

(in this class, past classes, towards the future

projects towards the future)

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1. Focuses on conscious choices, Does not sound as though the writer

especially with regard to is the one in control;

feedback offered from instructor does not address feedback

or peers—offers reasons for not accepting

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1. Makes inferences; analyzes performance Reads like a narrative

or simple listing of tasks

accomplished

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1. Uses terminology specific to the assignment, Shows little understanding of

its objectives, and its rhetorical aims or connection to assignment objectives

(ie., audience, etc.) or terminology

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