

Item	Level One (1)	Level Two (2)	Level Three (3)	Level (4)
Communication: Clarity	Consistently fails to provide examples to illustrate points, to define terms, and/or to express ideas in other ways.	Occasionally provides examples to illustrate points, to define terms, and/or to express ideas in other ways.	Usually provides examples to illustrate points, to define terms, and/or express ideas in other ways.	Consistently provides examples to illustrate points, to define terms, and/or to express ideas in other ways.
Communication: Depth	Fails to address questions that may arise from statements being made; consistently oversimplifies when making connections; fails to consider complexities of the issue.	Addresses few of the questions that may arise from statements being made; often oversimplifies connections; considers little complexity of the issue.	Addresses some, but not all, of the questions that arise from statements being made; rarely oversimplifies when making connections; considers some of the complexities of the issue.	Thoroughly addresses the questions that arise from statements being made; avoids oversimplifying; considers full complexities of the issue.
Openness: Breadth	Ignores or superficially considers alternative points of view and/or alternate interpretations of behavior, phenomena, learning experiences, or data.	Gives minimal consideration to alternative points of view and/or interpretations. Makes very limited use of them in describing events, data patterns, or learning.	Gives some consideration to alternatives points of view and/or interpretations. Makes some use of them in describing events, behaviors, data, or learning experiences.	Gives meaningful consideration to alternative points of view and/or interpretations. Makes very good use of them in describing events, data patterns, behaviors, or learning experiences.
Empathy: Fairness	Consistently represents others' perspectives in a distorted or biased way.	Occasionally represents others' perspectives in a distorted or biased way.	Often, but not always, represents others' perspectives with integrity (without distortion or bias).	Consistently represents others' perspectives with integrity (without distortion or bias).
Self-Awareness: Academic Enhancement	Identifies a specific academic concept that you now understand better as a result of reflection on a recent learning experience.	Can explain the academic concept and the experiential learning incident so that someone who wasn't there can understand both.	Can compare and contrast your initial understanding of the academic concept with your subsequent (deeper or different) understanding based on your recent experience.	Expresses enhanced understanding of the concept based on recent experience and also on feedback from trying to make your learning journey comprehensible to someone else.
Self-Awareness: Personal Growth	Can identify and explain a personal characteristic that you now understand better about yourself based on a recent learning experience.	Analyzes and can explain (without getting defensive) the sources of this personal characteristic. Can describe both positive and negative aspects of this characteristic.	Considers how this personal characteristic does/might be affecting, positively or negatively, your interactions with others, your decisions, and/or other areas of life.	Can propose steps necessary to use, improve, or moderate possible negative effects of this personal characteristic over the short term or in specific contexts for greater interpersonal and/or career success.

Rubric created by Katherine N. Yngve, CILMAR, based on the following:

Clayton, P. (2019). *Critical reflection*. PHC Ventures.

<https://static1.squarespace.com/static/51a00182e4b00ebfe3c66f62/t/5da7cdc7aede15626307e321/1571278279941/Critical+Reflection.pdf>

Also mapped to elements of the AAC&U Intercultural Knowledge & Competence Rubric.