<table>
<thead>
<tr>
<th>Levels</th>
<th>Criteria</th>
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| Reflective practitioner | **Clarity:** The language is clear and expressive. The reader can create a mental picture of the situation being described. Abstract concepts are explained accurately. Explanation of concepts makes sense to an uninformed reader.  
**Relevance:** The learning experience being reflected upon is relevant and meaningful to student and course learning goals.  
**Analysis:** The reflection moves beyond simple description of the experience to an analysis of how the experience contributed to student understanding of self, others, and/or course concepts.  
**Interconnections:** The reflection demonstrates connections between the experience and material from other courses; past experience; and/or personal goals.  
**Self-criticism:** The reflection demonstrates ability of the student to question their own biases, stereotypes, preconceptions, and/or assumptions and define new modes of thinking as a result. |
| Aware practitioner   | **Clarity:** Minor, infrequent lapses in clarity and accuracy.  
**Relevance:** The learning experience being reflected upon is relevant and meaningful to student and course learning goals.  
**Analysis:** The reflection demonstrates student attempts to analyze the experience but analysis lacks depth.  
**Interconnections:** The reflection demonstrates connections between the experience and material from other courses; past experience; and/or personal goals.  
**Self-criticism:** The reflection demonstrates ability of the student to question their own biases, stereotypes, preconceptions. |
| Reflection novice    | **Clarity:** There are frequent lapses in clarity and accuracy.  
**Relevance:** Student makes attempts to demonstrate relevance, but the relevance is unclear to the reader.  
**Analysis:** Student makes attempts at applying the learning experience to understanding of self, others, and/or course concepts but fails to demonstrate depth of analysis.  
**Interconnections:** There is little to no attempt to demonstrate connections between the learning experience and previous other personal and/or learning experiences.  
**Self-criticism:** There is some attempt at self-criticism, but the self-reflection fails to demonstrate a new awareness of personal biases, etc. |
| Unacceptable         | **Clarity:** Language is unclear and confusing throughout. Concepts are either not discussed or are presented inaccurately.  
**Relevance:** Most of the reflection is irrelevant to student and/or course learning goals.  
**Analysis:** Reflection does not move beyond description of the learning experience(s).  
**Interconnection:** No attempt to demonstrate connections to previous learning or experience.  
**Self-criticism:** Not attempt at self-criticism. |

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