

## READING REFLECTION RUBRIC

HSTR 371 SUMMER 2023

Where “reading experience” or “reading” is noted, this also means “studying experience” or “piece” in relation to non-textual sources such as videos, podcasts, etc.

GRADE	PERCENTAGE RANGE	
A	80-100	<p>Summarizes reading effectively. Identifies correct thesis and full explanation of supporting points.</p> <p>Critically reviews existing knowledge. Questions arguments and assumptions. Articulates new perspectives, thoughts, and questions as a result of reading experience. Deep and critical thinking is evident.</p> <p>Demonstrates superior connections between class content (concepts/theories), discussions, and reading. There is evidence of application of theories, ideas, and concepts from class in relation to the reading.</p> <p>Articulates transformation of their perspective of themselves or about a particular issue/concept/ problem as a result of the reading experience.</p> <p>No errors in citation or if there are, these are very minor.</p> <p>Well communicated with few, if any, grammatical errors.</p>
B	70-79	<p>Summarizes reading; some minor errors may be present. Identifies correct, or nearly correct, thesis and supporting points.</p> <p>Active and careful consideration of existing knowledge and articulates new understanding of knowledge as a result of reading experience.</p> <p>Demonstrates clear connections between reading experience and class content (concepts/theories), discussions and reading. Evidence of application of theory or ideas.</p> <p>Articulates new understanding/insights about self or particular issue/concept/ problem as a result of reading experience.</p> <p>One or two small errors in citation. Well communicated with some grammatical errors requiring attention.</p>
C	60-69	<p>Summarizes reading in a way that may be confusing to the reader or may not have summarized comprehensively or accurately. Has challenges with identifying correct thesis or supporting points, or misses this entirely.</p>

		<p>Makes use of existing knowledge without an attempt to evaluate/appraise own knowledge. Demonstrates understanding but does not relate to other experiences such as class content and discussions.</p> <p>Connects experience with class content (concepts/theories) or discussions, but connections may be superficial, abstract, or confusing to the reader.</p> <p>Limited/superficial insight about self or particular issue/concept/ problem as a result of reading experience.</p> <p>Multiple errors in citation or no evidence of required standard. Several grammatical errors requiring attention.</p>
D or lower	59 or lower	<p>Summary, thesis, or key points are missing.</p> <p>Automatic/superficial responses with little conscious/deliberate thought or reference to existing knowledge or reading experience. Responses are offered without attempting to understand them or reflect.</p> <p>Connections are not drawn between experience and class content (concepts/theories) or reading experience.</p> <p>No evidence of insights about self or particular issue/concept/ problem as a result of reading experience.</p> <p>No evidence of required citation standard. Communication confusing to reader and not to standard.</p>

**Based on:** Kember, D., McKay, J., Sinclair, K., Kam, F., & Wong, Y. "A four-category scheme for coding and assessing the level of reflection in written work." *Assessment & Evaluation in Higher Education*, 33, no 4 (2008): 369-379.