

Rubric: Reflection Questions

ADEA Micro-credential: Promoting Critical Thinking

Note: A “Proficient” score must be achieved in each row, or a resubmission will be required.

	Proficient	Developing	Request Resubmission Without Review
Overall: Evidence	<ul style="list-style-type: none">• Includes relevant, essential facts.• Provides reliable, high-quality evidence to support the response.	<ul style="list-style-type: none">• Omits important or essential information.• Relies on spurious evidence or unreliable resources to support the response.	<ul style="list-style-type: none">• References and citations are not provided as requested.
Overall: Writing quality	<ul style="list-style-type: none">• Uses complete sentences with correct grammar, spelling and punctuation.• Adheres to formatting requirements.	<ul style="list-style-type: none">• Includes incomplete sentences or bullets.• Includes errors in grammar, spelling and punctuation that significantly impact readability.	<ul style="list-style-type: none">• The response is unintelligible or indecipherable.• Does not adhere to formatting requirements.

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Reflection Question 1: Self-assessment	Purpose	<ul style="list-style-type: none"> The purpose of the work is clearly stated and aligns with the micro-credential goal. Reviewers can readily determine the intended use and application of this work in practice. 	<ul style="list-style-type: none"> The purpose of the work is unclear or ambiguous. Reviewers are not able to determine how the work might be used or applied in practice. 	
	Analysis	<ul style="list-style-type: none"> Includes evidence of reflection and analysis of the topic. The work is situated within a body of relevant literature. Discusses how the work has been informed by current theory and practice. 	<ul style="list-style-type: none"> A mostly literal description of the work without discussion of how it has been informed by current theory and practice. 	
	Assessment	<ul style="list-style-type: none"> Realistic and appropriate strategies for observing and measuring the effectiveness or impact of the work are considered and outlined. Limitations of these assessment methods are discussed and strategies for combatting challenges may be offered. 	<ul style="list-style-type: none"> Minimal consideration of how the effectiveness of the work will be assessed. Unrealistic or inappropriate assessment strategies included without discussion of the limitations of these strategies. 	<ul style="list-style-type: none"> No discussion of how the effectiveness or impact of the work can be assessed (observed and measured).

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Reflection Question 2: Ethics	Analysis	<ul style="list-style-type: none"> • Includes discussion of the most relevant or highest priority ethical considerations in this area. • Clearly articulates why these ethical challenges are important to the area. • May offer a summary of differing perspectives on the discussed situations. 	<ul style="list-style-type: none"> • Identifies ethical considerations that are marginal to the topic but ignores higher priority concerns. 	<ul style="list-style-type: none"> • Does not identify ethical considerations or concludes that there are no ethical considerations in this area.
	Strategy	<ul style="list-style-type: none"> • Potential strategies to address ethical challenges are considered and outlined. • Limitations of these strategies are discussed. • Differing perspectives on strategies may be included. 	<ul style="list-style-type: none"> • Does not offer potential strategies to address ethical challenges. 	

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Reflection Question 3: Diversity, Equity and Inclusion	Analysis	<ul style="list-style-type: none"> Includes discussion of the most relevant or highest priority considerations related to diversity, equity and inclusion in this area. Clearly articulates why these efforts are important to the topic area. May offer a summary of differing perspectives on the discussed situations or issues. 	<ul style="list-style-type: none"> Identifies broad or generic concerns for diversity, equity and inclusion in this area but ignores higher priority concerns. 	<ul style="list-style-type: none"> Does not identify ways in which diversity, equity and inclusion efforts can be supported in this area or concludes that there is no need to consider diversity, equity and inclusion efforts in this area.
	Strategy	<ul style="list-style-type: none"> Specific and actionable strategies to address concerns related to diversity, equity and inclusion in this area are considered and outlined. Limitations of these strategies are discussed. Differing perspectives on strategies may be included. 	<ul style="list-style-type: none"> Offers unrealistic or inappropriate strategies for addressing concerns around diversity, equity and inclusion in this area. 	