

Use Rubrics for Student Self-Reflection

Creating high-quality grading rubrics for course assignments will help students better understand your expectations and therefore be better able to meet them. Require students to reflect on the rubric requirements to determine if their work meets the rubric criteria. This will ensure they obtain the full benefit of the rubric. The reflection process can help students identify areas where they need to improve and can help faculty better understand how to support students’ learning and development. In addition, this process helps students build the important lifelong skill of self-reflection (Palloff & Pratt, 2007).

Since effective communication is important in life and as a career skill, having students reflect on their participation in discussion forums and in peer review teams can be particularly helpful.

When including a rubric for student self-reflection on an assignment, keep the following in mind.

- Provide students with a Word document version of your online grading rubric. Add a new column in which students are to complete a self-reflection.
- When you introduce the assignment and the rubric, point out the additional requirement that students thoughtfully and honestly assess themselves in the student notes column before handing in the assignment.
- Offer students an appropriate number of points for completing the reflection activity.

Example Instructions to Students:

Providing effective peer review is a key life and career skill. Reflecting on the peer review you provided is an effective way to develop this skill further. Please read the peer review rubric, and reflect on the extent to which you met the specified criteria. This will help you identify areas where you are meeting expectations as well as areas where you can work towards improvement.

Example: Peer Review Rubric with Student Self-Reflection

Complete (5 points)	Developing (4 points)	Beginning (3 points)	Insufficient (1 point)	Student Self-Reflection Notes
Identified two to three specific examples of peer’s assignment, met the assignment expectations, and offered two to three specific ways their work could be strengthened.	Identified two to three general examples of how peer’s assignment met the assignment expectations and two to three general ways their work could be strengthened.	Identified one general example of how peer’s assignment met the assignment expectations and one general way their work could be strengthened.	Identified one area how peer’s assignment met assignment expectations or one area where the work could be strengthened.	<i>I think I provided some helpful feedback, but it may not have been as specific as I could have offered. I wasn’t sure how to explain my ideas.</i>

Example Instructions to Students:

Effective participation in our online discussions is critical to your own learning as well as that of your peers. By reflecting on your participation, you can identify areas where you are meeting expectations as well as areas where you can work towards improvement. Please read the discussion forum participation rubric, and reflect on the extent to which you met the specified criteria.

Example: Discussion Forum Rubric with Student Notes

Criteria	Distinguished (3 points)	Proficient (2 points)	Basic (1 point)	Student Self-Reflection Notes
Timely participation	The initial response was posted before due date.	The initial response was posted by the due date.	The initial response was posted after the due date.	<i>I posted my initial response right before the due date.</i>
Active Participation	Posted, replied, and asked questions more than four times throughout the week.	Posted, replied, and asked questions three times throughout the week.	Posted, replied, or asked questions one to two times throughout the week.	<i>I was not able to keep up with the discussion after the second day, so I only posted two times.</i>
Thoughtful and complete responses to question(s)	Post fully responded to the question(s) and was supported by connections to the module reading(s) and specific examples from real life.	Post fully responded to the question(s) and was supported by connections to the reading(s) or specific examples from real life.	Post partially responded to the question(s) and was supported by vague or incomplete connections to the reading and/or real-life examples.	<i>I am keeping up with the readings, and I try to discuss and connect to them in my post, but I could not come up with specific examples from real life.</i>
Thoughtful contributions to community learning	Posted thoughtful questions or novel ideas to peers, which generated new ideas and group discussion.	Posted thoughtful questions or ideas to peers which generated a single peer's response.	Posted minimal or vague responses to peers (e.g., "I agree with you, Sherry!").	<i>I forgot to check back and reply to people who asked me questions or commented on my post.</i>