

Reflection Journal

	Undeveloped	Emerging	Competent	Accomplished
Regularity of reflection	Rarely records any thoughts	Records thoughts in journal at least once each week	Records thoughts in journal two or three times each week	Consistently records thoughts in journal (at least five times each week)
Selection of topic for reflection	Thoughts appear very random – whatever pops into mind at time; little evidence of thought given to concepts and ideas regarding class; often pertains to personal/social challenges	Thoughts usually focus on classes; leadership class is often included but there is rarely any connection made outside the class	Usually writes about leadership class; often makes specific connections outside the class; sometimes writes about current issues and policies in information assurance	Consistently makes clear and concise connections to leadership class; often writes about current issues and policies in information assurance, including ethical dilemmas in the news
Depth of reflection	Thoughts are simple restatements of issues or concepts; little or no attention to detail; little evidence of any thought given to meaning behind issues or events	Thoughts are complete and clearly expressed; more than one side of an issue is sometimes considered; rarely adds more details to support varying views	Sometimes writes in-depth thoughts, addressing all parts of a multi-part issue; often considers many points of view before taking a stand on an issue; sometimes adds accurate details for support	Usually writes in-depth thoughts, addressing all parts of a multi-part issue; consistently considers many points of view before taking a stand on an issue; accurate details are used for support
Personal reflection	Apparently views reflection as isolated thinking; shows little or no evidence of making personal connections during the reflection	Sometimes tries to connect thoughts to past experiences; rarely recognizes impact of past experiences with present thought and/or action	Often shows evidence of personal analysis; usually makes connections with own experiences; sometimes recognizes implications for self and sets goals accordingly	Consistently shows evidence of personal analysis; usually makes connections with own experiences; consistently recognizes implications for self and sets goals accordingly; provides evidence of development as a life-long learner
Critical thinking	Little evidence of more than recalling learned information; writing indicates vague understanding of information	Often grasps the meaning of information; sometimes able to interpret meaning from more than one point of view	Often breaks information into component parts to understand relationships and make inferences; sometimes judges the value of information based on identified rationale	Consistently breaks information into component parts to understand relationships and make inferences; consistently judges the value of information based on identified rationale; usually able to instinctively evaluate the usefulness of information for self and society and provide support for the evaluations
Application beyond the classroom	Little or no evidence of transfer beyond class work	Sometimes makes connections with real-world problems, but rarely able to apply new information to daily living; rarely writes about consequences of choices and decisions	Often demonstrates accurate understanding of real-world problems; sometimes able to apply learned information to daily living; sometimes writes about consequences of choices and decisions	Consistently insightful; usually demonstrates accurate understanding of real-world problems; consistently able to apply concepts to daily living; often writes about consequences of choices and decisions