

Levels of Reflection

Level and Scoring	Explanation of Level	Assessment of Assignment
Habitual action <i>Grade: D</i>	<ul style="list-style-type: none"> Students offer answers without attempting to understand them Automatic response, little conscious thought Students exemplify this level when they follow the steps in a lab manual without any consideration of what they are doing or why No reflective activities 	<ul style="list-style-type: none"> student has completed an assignment without significant thoughts (limited or no conscious) simple interpretation no evidence of concept or theory comprehension student has not connected class context (theories and concepts) with experiences and literature superficial work has been produced
Understanding <i>Grade: C</i>	<ul style="list-style-type: none"> Use of knowledge without appraisal In this case, there is an attempt to understand the topic or concept. Students learn concepts but they don't relate that to their lives and do not have personal reactions to them Theories are understood but remain on an abstract level Knows the "what" but not the "how" 	<ul style="list-style-type: none"> comprehension of class concepts is evident only class material or theories are discussed student has not made a clear connection between practical or personal experience with theories; no reflection
Reflection <i>Grade: B</i>	<ul style="list-style-type: none"> Students understand the material, and relate that understanding to their personal experiences and/or practical applications Through this process students gain personal insights beyond the material 	<ul style="list-style-type: none"> clear connection between theoretical context and experience(s) higher levels of discussion of the relationship between concrete experiences and class content greater insight overall; goes beyond understanding of the class material Evidence of application of theory
Critical reflection <i>Grade: A</i>	<ul style="list-style-type: none"> At this stage, the student has a transformative experience Through reflection students reveal underlying beliefs and assumptions, question them, and are able to form new perspectives. This type of reflection occurs gradually over time, and usually involves a disruption of a belief system of the student, necessitating its examination and eventual re-construction. Critical self-reflection can foster self understanding that can facilitate the modification of one's situations (Fisher, 2003) 	<ul style="list-style-type: none"> superior level of reflection prior presumptions have been recognized and critically examined student demonstrates perspective transformation about a particular issue, problem or concept Work demonstrates higher levels of consciousness

¹ Kember, D., McKay, J., Sinclair, K., and Wong, F. K. Y. (2008). A four-category scheme for coding and assessing the level of reflection in written work. *Assessment & Evaluation in Higher Education*, 33 (4), 363-379.