

Blue Chip Leadership Experience: Capstone Reflection Rubric

**Presentation**      Student \_\_\_\_\_

Reviewer \_\_\_\_\_

Criteria	Exceeds Standard (3 points)	Meets Standard (2 points)	Nearly Meets Standard (1 point)	Does Not Meet Standard (0 points)
<b>REFLECTION – Reviews Prior Learning and Experiences:</b> <i>How has Blue Chip impacted your life? What have you learned about yourself through MBTI and StrengthsQuest?</i>  _____ Points	Reviews prior learning in depth to reveal significantly changed perspectives about life, leadership, or experiences, which provide a foundation for expanded knowledge, growth, or maturity over time.	Reviews prior learning in some depth to reveal changed perspectives about life, leadership, or experiences, which provide a foundation for expanded knowledge, growth, or maturity over time.	Reviews prior learning to somewhat reveal slightly clarified meanings or indicating a broader perspective about life, leadership, or experiences.	Reviews prior learning at surface level without revealing clarified meanings or indicating a broader perspective about life, leadership, or experiences.
<b>REFLECTION– Integration &amp; Synthesis of many experiences:</b> <i>How have you evolved as a leader (through Blue Chip and other experiences)?</i>  _____ Points	Articulate response shows strong & meaningful evidence of synthesis of multiple experiences presented and insights gained. <i>(note: experiences can all be in Blue Chip or varied throughout college)</i>	Response shows some evidence of synthesis of multiple experiences presented and insights gained. <i>(note: experiences can all be in Blue Chip or varied throughout college)</i>	Response shows little evidence of synthesis of only a couple experiences and insights gained. <i>(note: experiences can all be in Blue Chip or varied throughout college)</i>	Response shows no evidence of synthesis of experiences and insights gained.
<b>APPLICATION – Applies learning to future experiences to shape future actions:</b> <i>How will you make an impact in the future because of what you have learned?</i>  _____ Points	Fully describes how lessons learned are applicable to future experiences by envisioning/explaining how they can make a future impact.	Describes how lessons learned are applicable to future experiences by envisioning/explaining how they can make a future impact.	Somewhat describes how lessons learned are applicable to future experiences and impact.	Barely or does not describe how lessons learned are applicable to future experiences.
<b>COMMUNICATION - Articulate in verbal expression &amp; presentations</b>  _____ Points	Offers an insightful perspective in their reflection and delivers a presentation that is well structured and reflects a deep understanding of the reflective purpose of a capstone.	Offers a reflective perspective and delivers a presentation that is well structured.	Somewhat able to offer a reflective perspective and deliver a moderately well-structured presentation.	Unable to articulate reflection clearly and presentation is not well structured.
<b>CAREER PREPAREDNESS – Produces effective self-branding tools:</b> <i>Portfolio</i>  _____ Points	Highly polished and professional portfolio that uses self-branding to promote self and leadership development experiences.	Polished portfolio with branding that contributes to self-promotion and articulating experiences.	Fulfilled basic requirements of a portfolio. Needs polishing.	Poorly created portfolio with lack of branding.

What are your overall thoughts on the presentation?

Blue Chip Leadership Experience: Capstone Reflection Rubric

Capstone Paper

Criteria	Exceeds Standard (3 points)	Meets Standard (2 points)	Nearly Meets Standard (1 point)	Does Not Meet Standard (0 points)
<b>REFLECTION – Reviews Prior Learning and Experiences:</b> <i>How has Blue Chip impacted your life? What have you learned about yourself through MBTI and StrengthsQuest?</i>  _____ Points	Reviews prior learning in depth to reveal significantly changed perspectives about life, leadership, or experiences, which provide a foundation for expanded knowledge, growth, or maturity over time.	Reviews prior learning in some depth to reveal changed perspectives about life, leadership, or experiences, which provide a foundation for expanded knowledge, growth, or maturity over time.	Reviews prior learning to somewhat reveal slightly clarified meanings or indicating a broader perspective about life, leadership, or experiences.	Reviews prior learning at surface level without revealing clarified meanings or indicating a broader perspective about life, leadership, or experiences.
<b>APPLICATION – Applies learning to future experiences to shape future actions:</b> <i>How will you make an impact in the future because of what you have learned?</i>  _____ Points	Fully describes how lessons learned are applicable to future experiences by envisioning/explaining how they can make a future impact.	Describes how lessons learned are applicable to future experiences by envisioning/explaining how they can make a future impact.	Somewhat describes how lessons learned are applicable to future experiences and impact.	Barely or does not describe how lessons learned are applicable to future experiences.
<b>COMMUNICATION - Articulate in written expression</b>  _____ Points	Writing displays clear, concise, and well organized thoughts about reflection and application. Thoughts are expressed in a coherent and logical manner.	Writing is mostly clear, concise, and well organized thoughts about reflection and application. Thoughts are expressed in a coherent and logical manner.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner.	Writing is unclear and disorganized. Thoughts ramble and make little sense.

Write 1 statement from the paper that displays profound learning and/or reflection.

<b>Assessment Rubric for Student Reflections</b>	
<b>Levels</b>	<b>Criteria</b>
Reflective practitioner	<p><u>Clarity</u>: The language is clear and expressive. The reader can create a mental picture of the situation being described.  Abstract concepts are explained accurately. Explanation of concepts makes sense to an uninformed reader.</p> <p><u>Relevance</u>: The learning experience being reflected upon is relevant and meaningful to student and course learning goals.</p> <p><u>Analysis</u>: The reflection moves beyond simple description of the experience to an analysis of how the experience contributed to student understanding of self, others, and/or course concepts.</p> <p><u>Interconnections</u>: The reflection demonstrates connections between the experience and material from other courses; past experience; and/or personal goals.</p> <p><u>Self-criticism</u>: The reflection demonstrates ability of the student to question their own biases, stereotypes, preconceptions, and/or assumptions and define new modes of thinking as a result.</p>
Aware practitioner	<p><u>Clarity</u>: Minor, infrequent lapses in clarity and accuracy.</p> <p><u>Relevance</u>: The learning experience being reflected upon is relevant and meaningful to student and course learning goals.</p> <p><u>Analysis</u>: The reflection demonstrates student attempts to analyze the experience but analysis lacks depth.</p> <p><u>Interconnections</u>: The reflection demonstrates connections between the experience and material from other courses; past experience; and/or personal goals.</p> <p><u>Self-criticism</u>: The reflection demonstrates ability of the student to question their own biases, stereotypes, preconceptions.</p>
Reflection novice	<p><u>Clarity</u>: There are frequent lapses in clarity and accuracy.</p> <p><u>Relevance</u>: Student makes attempts to demonstrate relevance, but the relevance is unclear to the reader.</p> <p><u>Analysis</u>: Student makes attempts at applying the learning experience to understanding of self, others, and/or course concepts but fails to demonstrate depth of analysis.</p> <p><u>Interconnections</u>: There is little to no attempt to demonstrate connections between the learning experience and previous other personal and/or learning experiences.</p> <p><u>Self-criticism</u>: There is some attempt at self-criticism, but the self-reflection fails to demonstrate a new awareness of personal biases, etc.</p>
Unacceptable	<p><u>Clarity</u>: Language is unclear and confusing throughout. Concepts are either not discussed or are presented inaccurately.</p> <p><u>Relevance</u>: Most of the reflection is irrelevant to student and/or course learning goals.</p> <p><u>Analysis</u>: Reflection does not move beyond description of the learning experience(s).</p> <p><u>Interconnection</u>: No attempt to demonstrate connections to previous learning or experience.</p> <p><u>Self-criticism</u>: Not attempt at self-criticism.</p>

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