

Reflection Paper Evaluation Rubric

(Each level builds on the previous level of mastery) Name of Participant: Osvaldo Santos Date: _____ Competency: 3D

		5 Exceptional	4 Proficient	3 Satisfactory	2 Emerging	1 Unsatisfactory	Score
							Weight
Content and Organization		<i>Broad and in-depth</i> grasp of competency with thoughtful connections to other competencies; excellent presentation of ideas; insightful	Topics appropriate to competency; carefully focused; well organized; sound scholarly argument	Topics reflect an appropriate grasp of competency; logically arranged; adequately organized to express desired concepts.	Competency is vaguely defined; topics somewhat relevant to competency; poorly focused; organization restricts comprehensibility	Competency not defined; topics not relevant to competency; lacks focus and organization; content may be plagiarized	5
							1
Knowledge Base		Evidence of a broad, carefully <i>evaluated</i> knowledge base which includes <i>synthesis</i> of multiple theoretical perspectives	Evidence of an expanding knowledge base which includes <i>analysis</i> of theoretical perspectives	Evidence of a well-documented knowledge base	Evidence of a narrow knowledge base	Little or no evidence of knowledge base	20
							4
Reflection (integration of knowledge base with practice)		Evidence of <i>new or improved</i> practice based on integration of knowledge base with practice (reference to artifacts)	Multiple rich examples of <i>conceptual integration</i> of knowledge base with practice (reference to artifacts)	Some examples of integration of knowledge base with practice (reference to artifacts)	Few examples of integration of knowledge base with practice (reference to artifacts)	No evidence of integration of knowledge base with practice; no reference to artifacts	20
							4
Style & Format (APA and AU Standards)		Models language, style, and format of scholarly literature; publishable)	Style and format standards consistently applied; accurately documented	Few errors of style and format; most sources documented correctly	Inconsistent style and format; lacks precision in use of quotations and citation sources	Style and format standards not applied; sources plagiarized; clarity compromised by errors	2
							0.5
Mechanics (spelling, grammar, punctuation, sentence structure)		Free of mechanical errors; smooth flow and effective transitions enhance strong scholarly communication	Few mechanical errors; strong transitions increase comprehensibility and improve flow of argument	Generally follows mechanical conventions, but with some minor errors; appropriate transitions	Frequent mechanical errors; missing or ineffective transitions and flow from point to point	Numerous mechanical errors, making comprehension almost impossible	1.5
							0.5
<p><i>This scoring guide (rubric) is a tool to assist you in evaluating your own and your peer's work. Use one scoring guide (rubric) for each reflection paper you are evaluating. Mark the achieved level of mastery for each row. Share your comments with the participant.</i></p>							<p>Total Score (out of 50 possible)</p>
<p>Comments: Competency 3d--Osvaldo presented a strong knowledge base with demonstrated connections with his practice. He had a few minor grammatical issues. I learned much from him about leading organizational change.</p>							

Competency Evaluation Rubric

(Each level builds on the previous level of mastery) Name of Participant: _____ Date: _____ Competency: _____

	5 Exceptional	4 Proficient	3 Satisfactory	2 Emerging	1 Unsatisfactory	Score
						Weight
Organization	Organization is logical and self-explanatory; includes table of contents aligned with IDP/LLP; web-based presentation.	Organization is logical and self-explanatory; includes table of contents aligned with IDP/LLP. Electronic presentation.	Organization is logical and self-explanatory; includes table of contents aligned with IDP/LLP.	Organization is somewhat logical and self-explanatory; no table of contents; partial alignment with IDP/LLP.	Organization is confusing and not self-explanatory; no table of contents; not aligned with IDP/LLP.	5
						1
Artifacts	Substantial multifaceted; evidence of long-term engagement; recent; contribution identified.	Substantial multifaceted; demonstrates long-term engagement; recent; contribution identified.	Substantial; demonstrates growth over time; recent (within 5 yrs.); contribution identified.	Not substantial; demonstrates some growth over time; older than 5 yrs.; contribution unclear.	Not substantial; demonstrates no growth; older than 5 yrs.; contribution unclear.	10
						2
Evaluations	Expert, external & internal evaluation; 360 evaluation; specific and detailed connection to competency skills, knowledge, and attitudes.	Evidence of carefully planned evaluation & assessment; formative & summative feedback; specific connection to competency.	Feedback from supervisor, people influenced; peer evaluations; formative feedback; connected to competency.	Feedback from people influenced; formative feedback; partial connection to competency.	Limited evidence of evaluation or feedback; no direct connection to competency.	8
						2
Reflection Paper	Score of 46-50	Score of 36-45	Score of 26-35	Score of 16-25	Score of 0-15	20
	48.5					4
Contribution to LLG (Leadership & Learning Group)	Evidence of instruction & mentoring contribution to LLG reflected in minutes.	Evidence of repeated learning contribution to LLG reflected in minutes.	Documented learning contribution to LLG reflected in minutes.	Some evidence learning contribution to LLG.	No evidence of learning contribution to LLG.	4
						1
<p><i>This scoring guide (rubric) is a tool to assist you in evaluating your own and your peer's work. Use one scoring guide (rubric) for each reflection paper you are evaluating. Mark the achieved level of mastery for each row. Share your comments with the participant.</i></p>						<p>Total Score (out of 50 possible)</p> <p>47</p>
Comments:						

Minimum Mastery Level Expected:

MA -all competencies at satisfactory level

EdS - at least *two* at the proficiency level, *the rest* at the satisfactory level

EdD/PhD - at least *one* competency should be at the exceptional level, *three* at the proficiency level, and *the rest* at the satisfactory level