

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.