

Reflexive Exit Essay Rubric

When the program director reads and assess your reflexive exit essay, the rubric below will be used. The domains on the rubric reflect key goals of the university studies program. By assessing their presence or absence in the essay, the director will be able to evaluate how well the program achieves its goals. The student is not being graded here, but the rather the program is, through examination of the work of its students.

Domain	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
Critical Thinking: Connections to Experience <i>Connects relevant experience and academic knowledge</i>	Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.	Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to connect with formal coursework and specific life goals.	Compares life experiences and academic knowledge to infer differences, as well as similarities.	Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests and goals.
Critical Thinking: Knowledge and Skill Transfer	Makes explicit references to previous learning and applies in an innovative (new and creative) way that knowledge and those skills to demonstrate comprehension and performance.	Makes references to previous learning and shows evidence of applying that knowledge and those skills to demonstrate comprehension and performance.	Makes references to previous learning and attempts to apply that knowledge and those skills to demonstrate comprehension and performance.	Makes vague references to previous learning but does not apply knowledge and skills to demonstrate comprehension and performance.
Critical	Reviews prior	Reviews prior learning (past	Reviews prior	Reviews prior

<p>Thinking: Reflection</p>	<p>learning (past experiences inside and outside of the classroom) in depth to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.</p>	<p>experiences inside and outside of the classroom) in depth, revealing fully clarified meanings or indicating broader perspectives about educational or life events.</p>	<p>learning (past experiences inside and outside of the classroom) with some depth, revealing slightly clarified meanings or indicating a somewhat broader perspectives about educational or life events.</p>	<p>learning (past experiences inside and outside of the classroom) at a surface level, without revealing clarified meaning or indicating a broader perspective about educational or life events.</p>
<p>Writing Skills: Content Development</p>	<p>Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.</p>	<p>Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.</p>	<p>Uses appropriate and relevant content to develop and explore ideas through most of the work.</p>	<p>Uses appropriate and relevant content to develop simple ideas in some parts of the work.</p>
<p>Writing Skills: Control of Syntax and Mechanics</p>	<p>Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.</p>	<p>Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.</p>	<p>Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.</p>	<p>Uses language that sometimes impedes meaning because of errors in usage.</p>