

## Post-Study Abroad Reflection Essay Evaluation Rubric

In response to study abroad reflection essay prompts, the student demonstrates:

	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<p><b>Transfer</b> Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</p>	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to contribute to the understanding of problems or to explore issues.	Demonstrates or explicitly explains the use of skills, abilities, theories, or methodologies gained in one situation in a new situation.	References in a passing way the use of skills, abilities, theories, or methodologies gained in one situation in a new situation.	Does not reference the use of skills, abilities, theories, or methodologies gained in one situation in a new situation.
<p><b>Reflection</b> (minimal exploration and dichotomous self-analysis vs deep exploration and multiple interrelated factors in past and future)</p>	Uses deep exploration of the topic (and its relevance to lived experience) to pose new questions of self and others based on the study abroad experience. Cites specific examples. Addresses questions fully. Makes plans or envisions a future self based on experiences that have occurred across multiple contexts, exploring complexity of context in depth.	Demonstrates strong desire to explore study abroad in depth and gain insight into lived experience thereby. Cites specific examples. Takes account of specific contexts in describing most strengths and challenges, and suggests the value of this knowledge outside of the immediate study abroad context.	Explores study abroad somewhat superficially with few or no specific examples and/or does not respond to significant parts of the essay prompts. Describes own performances with general descriptors of success and failure (bad writer, great student, etc). Minimal contextualization or reference to value outside of the study abroad context.	Responds to essay prompts with minimal surface-level answers and does not address significant parts of essay prompts. No reference to self-knowledge in responses.
<p><b>Ownership</b> (recognition of role of self and other in learning process and sense of its relevance; strategizing to achieve goals)</p>	Demonstrates clear recognition of the roles played by self and others in learning, achieving goals, and modifying plans, recognizing how own actions impact others and making adjustments accordingly, considering both successful parts of the study abroad experience and the importance of respecting others' needs and priorities.	Demonstrates recognition of the roles played by self and others in learning, achieving goals, and modifying plans.	Demonstrates limited recognition of own role in the process of learning, achieving goals, and modifying plans, although it may be primarily in passive terms (others are represented as primary agents) OR represents self as sole actor without referencing others.	Fails to demonstrate recognition of own role in learning, achieving goals, and modifying plans.

<b>Cultural Self-Knowledge</b>	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)
<b>Knowledge of cultural worldview frameworks</b>	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates somewhat complex understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates basic understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates no understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.

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 VALUE: Valid Assessment of Learning in Undergraduate Education.