A guide to interpreting the rubric:
Your final mark will be determined by the categories and descriptors across all five marking criteria and all questions for each learning outcome. For example:

> **Excellent:** Meets most or all column 5 criteria, with lower marks in this category reflecting responses with mostly column 5 criteria but some lower-scoring aspects
>
> **Very Good:** Meets most column 4 criteria.
>
> **Good:** Meets some column 4 criteria and most or all column 3 criteria
>
> **Pass**: Meets most or all column 3 criteria
>
> **Fail:** Does not meet most column 3 criteria

Example 1

LO4.1 What have you learned about how you approach tasks of different sizes, complexities, or in different groups?

Evidence: A link to a blog post about some UX design that the student completed for their project as part of the "learning something new" tutorial, with pictures of their sketches.

Response:

Learning something new was a task where the size was entirely in my control. I had a lot going on with my other courses and some personal matters that came up. The task I gave myself was to use a python graphics library, and to make one screen that way. I had originally set out to use the software for all three screens, but that was going to be more work than it was worth. I had-sketched two and used the graphics library for a third. I wasn't thrilled with that being the reality of my situation, but I gave myself grace. It meant that I was actually able to have fun with this project, and I found that to be helpful for sustaining me through it. If I had pushed too hard, even less would have gotten done. I think that the circumstances were idea, but I think that operating under less-than-ideal circumstances is good for me. I proved to myself that I could still do it, and done is better than not.

Category: Good

This reflection uses relevant evidence to clearly address the question: this student reflects and learns a lot from their experience (strong 'analysis and meaning-making'). However, the writing is unpolished, and typing errors make the text difficult to interpret in places. The response is obviously relevant to the question (working on tasks of different sizes) but the connection between the question and the later parts of the reflection could be more clear. The reflection itself is valuable and goes beyond just describing the activity to learn something from the experience. It could be improved (to 'Very Good' for the reflection criteria) by using critical thinking and going a little deeper with the reflection (For example, *Why* is operating under these circumstances good for them? How will they learn from this moving forward?)

Rubric (relevant descriptions for this example are highlighted and marked with an 'X'):

	1. Clear Fail	2. Needs Improvement	3. Good	4. Very Good/Excellent	5. Excellent
Evidence:	No functional link to a student blog	Link present but clearly irrelevant	Link present, functional, and relevant, but the written response does not adequately reference or contextualize the learning activity	Link present, functional, relevant to LO, and adequately introduced in written response. There is a good attempt at using it as evidence of engagement and the basis for reflection X	Link present, functional, relevant to LO, and introduced as convincing evidence for engagement with the LO. It is integrated skillfully into the overall response and forms a strong basis for reflection.
Reflective writing:	Superficial writing without reflection or introspection	Relevant descriptive writing (facts, vague feelings or impressions) but little or no reflection	Moves toward reflection; there is a good attempt at questioning or analysing the experience X	Strong reflection that effectively analyses the experience with a critical lens (questioning values, beliefs, and wider implications)	Transformative critical reflection that skillfully questions individual and/or collective assumptions, is well scoped and situated to the context of the activity, and conveys a clear sense of a breakthrough
Analysis and meaning-making	No analysis or meaning making	Unclear or unsuccessful analysis or meaning making	Some analysis and meaning making	Clear and well-justified analysis and meaning making X	Analysis and meaning-making is clear, compelling, and comprehensive. Considers both individual and collective meaning; analysis demonstrates a carefully considered critical position
Attention to assignment	Does not address the question or provide any rationale for the chosen topic	Partially addresses the question, and the link between the question and reflection remains unclear	Clearly addresses at least part of the question, but the treatment is shallow OR the link between the question and the evidence/ reflection is not entirely clear X	Uses their evidence and reflection to clearly address the question (or provides strong rationale for challenging or reframing all or part of the question).	Deeply engages with the question, with both evidence and reflection serving to address the question topic and add nuance. (Alternatively, challenges the question framing in a way that is clearly articulated and deftly incorporates their evidence and reflection)
Writing	Writing is unintelligible, not present, or too long to mark	Writing is very difficult to follow, stylistically inappropriate, and/or significantly violates the length requirement	Writing is mostly coherent, although with some errors. The style and format are not inappropriate for reflection but could be improved. Length is close to specified margins.	Writing is clear; typos and errors, where present, do not strongly alter meaning. The style and level of writing are appropriate for a reflective essay. Length is within acceptable margins.	Writing is clear, polished, and compelling. It is not only suitable but actively conducive to the quality and purpose of the essay. Length is within acceptable margins.

			X		

Example 2

LO1.3 Consider your journey in Informatics. What perspective, skills, or goals do you bring, and how do they align with the discipline as you've come to understand it?

Evidence: A link to a blog post about a tutorial session where they chatted with other students about their progress on their projects. It describes their own project progress in the most detail but also captures some of their conversation and how they felt about others' projects.

Response:

I've been programming for a few years now, and, when I started this course, I thought that was the biggest skill I'd bring to Informatics. But during my week 8 tutorial, when I saw some projects other members of my academic family had been working on, I was surprised by how thoughtful their approaches were. Some of them didn't write any code at all, but I could see that their app designs might actually solve problems for students. I had chosen to implement my design in HTML and JavaScript as part of "learning a new skill," but even though some of the functions were new to me, the process wasn't. Now I'm wondering if I could have been more creative. I have many other interests (I even sing and write music) but I've been a little embarrassed to talk about that creative side here. Seeing my classmates embrace all their skills has made me realize that I can, too. My love for programming is great, but it's not the only part of me that belongs in Informatics. In the future, I'll be less afraid of standing out and try to make better use of all my skills, not just code.

Mark: Excellent

This reflection also uses relevant evidence and gives the reader enough context. Its reflection is deeper and more critical than the first example—this student questions their own assumptions and reflects deeply on the question. It could be stronger ('Excellent') if they had connected their discussion to assumptions to the wider discipline or the contexts where they've come from. However, the reflection, analysis, and meaning-making are still very strong and clear. The writing is easy to follow and reads well, and they have made good use of the wordcount to fit a lot of reflection into a small space.

Rubric (relevant descriptions for this example are highlighted and marked with an 'X'):

	1. Clear Fail	2. Needs Improvement	3. Good	4. Very Good/Excellent	5. Excellent
Evidence:	No functional link to a student blog	Link present but clearly irrelevant	Link present, functional, and relevant, but the written response	Link present, functional, relevant to LO, and adequately introduced in written response. There is a good attempt at	Link present, functional, relevant to LO, and introduced as convincing evidence for engagement with the LO. It is integrated

			does not adequately reference or contextualize the learning activity	using it as evidence of engagement and the basis for reflection X	skillfully into the overall response and forms a strong basis for reflection.
Reflective writing:	Superficial writing without reflection or introspection	Relevant descriptive writing (facts, vague feelings or impressions) but little or no reflection	Moves toward reflection; there is a good attempt at questioning or analysing the experience	Strong reflection that effectively analyses the experience with a critical lens (questioning values, beliefs, and wider implications) X	Transformative critical reflection that skillfully questions individual and/or collective assumptions, is well scoped and situated to the context of the activity, and conveys a clear sense of a breakthrough
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Writing	Writing is unintelligible, not present, or too long to mark	Writing is very difficult to follow, stylistically inappropriate, and/or significantly violates the length requirement	Writing is mostly coherent, although with some errors. The style and format are not inappropriate for reflection but could be improved. Length is close to specified margins.	Writing is clear; typos and errors, where present, do not strongly alter meaning. The style and level of writing are appropriate for a reflective essay. Length is within acceptable margins. X	Writing is clear, polished, and compelling. It is not only suitable but actively conducive to the quality and purpose of the essay. Length is within acceptable margins.