

## University of Michigan-Flint General Education Rubric for the Assessment of REFLECTION ON LEARNING PROCESSES

**REFLECTIVE LEARNERS** see learning as working progressively towards consciously chosen meaningful transformation and see themselves as learners who intentionally acquire and can describe the skills, strategies, and personal habits of proficient learning

|                                                                                                                                                   | Mastery<br>5                                                                                                                                                                                                                                                           | Developing<br>4                                                                                                                                                                                  | Developing<br>3                                                                                                                                                                                                                           | Emerging<br>2                                                                                                              | Emerging<br>1                                                                                                 | 0                                                               | N/A |
|---------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|-----|
| <p><b>1. PROGRESSIVE TRANSFORMATION</b><br/><i>Sees learning as a force for growth and intentional transformation.</i></p>                        | <p>Thinks deeply about the implications and perils of new knowledge and ways of thinking; explores the interplay between the field's theoretical models and real-world issues; passionately works to embody and enact the field's best possibilities</p>               | <p>Is curious about course content and the field from which it emerges; sees it as a body of knowledge and a way of thinking that contributes to a conscious program of personal development</p> | <p>Has established perspectives and distinctions regarding what s/he wants to know and uses them to interpret, consider, integrate, or reject course content</p>                                                                          | <p>Is attentive to course content and has begun to make moves to integrate it into a framework of things s/he knows</p>    | <p>Isolates course content from the knowledge s/he already has and/or values</p>                              | <p>Shows no interest in new information or ways of thinking</p> |     |
| <p><b>2. SELF-AWARE LEARNING</b><br/><i>Identifies, describes, and pursues skills, strategies and personal habits for proficient learning</i></p> | <p>Consistently demonstrates accountability, leadership, and control in multiple learning environments; consciously identifies and acquires skills; models them within a community of learners; and can thoughtfully describe the process by which they came about</p> | <p>Owens and can describe his or her learning processes; is an efficient learner who has developed over time a set of systems that work for him or her; manages time; self-directs</p>           | <p>Begins to show an interest in change and growth as a learner across contexts. Consciously assesses his or her approach to course activities in order to develop the learning practices and personal habits of a successful learner</p> | <p>Has begun to search for ways to increase efficiency by identifying sources of frustration and success in the course</p> | <p>Is a passive and inefficient learner with a limited understanding of his or her own learning processes</p> | <p>Has no current understanding of how s/he learns</p>          |     |

***Overall, has this student demonstrated competent reflection on his or her learning processes for a course at this level in this discipline?    Yes            No***