

Reflective Piece – Marking Rubric

	High Distinction (80-100)	Distinction (70-79)	Credit (60-69)	Pass (50-59)	Fail (30-49)	Serious Fail (0-29)
Connections to Experience 20	Meaningfully synthesises examples of life experiences, drawn from a variety of contexts (e.g., family life, civic involvement, work experience), to deepen understanding of concepts/theories / frameworks from the field of strategy.	Effectively selects and integrates examples of life experiences, drawn from a variety of contexts (e.g., family life, civic involvement, work experience), to illuminate concepts/theories / frameworks from the field of strategy.	Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.	Describes connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.	Makes very basic or poorly constructed connections between life experience and those academic texts and ideas perceived as similar or related to own interests.	Fails to make connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.
Connections to Discipline 20	Creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from the field of strategy and a range of fields of study.	Connects examples, facts, or theories from the field of strategy to more than one other field of study.	Connects examples, facts, or theories from the field of strategy to another field of study.	Connects examples, facts, or theories confined to the field of strategy.	Connects examples, facts or theories within the field of strategy but in a very limited way, or connections may be inappropriate or mis-applied.	Unable to make or only makes very limited connections between the theories within the field of strategy
Transfer 20	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues.	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation.	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation, but application may be incomplete or inappropriate.	Doesn't use skills, abilities, theories, or methodologies gained in one situation in a new situation.
Reflection and Self-Assessment 20	Envisions a future self (and possibly makes plans that build on past experiences that have occurred across multiple and diverse contexts).	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Describes own performances with general descriptors of success and failure.	Describes with limited ability how their own performances contribute to success or failure. Descriptions may be inappropriate or incomplete.	Unable to describe how own performance contributes to success or failure.
Effective Communication 20	Fulfills the assignment(s) by choosing a format, language, and appropriate evidence in ways that enhance meaning, and create a persuasive and compelling argument. Presentation contains no flaws in spelling, grammar, format and exhibits high degrees of creativity and professionalism (including referencing).	Fulfills the assignment(s) by choosing a format, language, and appropriate evidence in ways that enhance meaning, and create a persuasive argument. Presentation contains no flaws in spelling, grammar, format, and is of a professional standard (including referencing).	Fulfills the assignment(s) by choosing a format, language, and appropriate evidence in ways that enhance meaning, and create a reasoned line of argument. Presentation contains no flaws in spelling, grammar, formatting (including referencing).	Fulfills the assignment(s) by choosing a format, language, and some evidence in ways that provide some meaning, but a poorly reasoned line of argument. Presentation contains minor flaws in spelling, grammar, formatting (including referencing).	Fails to fulfill the assignment by not using appropriate format, language and some evidence that provide meaning. Presentation contains some flaws in spelling, grammar, formatting (including referencing)	Fails to fulfill the assignment by not using a format, language or evidence in ways that provide meaning or show a reasoned line of argument. Presentation contains extensive flaws in spelling, grammar, formatting (including referencing).