

Reflective Project Scoring Rubric

Student: _____

Advisor: _____

Total ____ / 36

Criterion	Aspect of reflective project assessed	Score
A. Focus and method	- Ethical dilemma and issue - Research question - Methodology	____ / 6
<ul style="list-style-type: none"> • The work does not reach the standard of the descriptor below. 		0
<ul style="list-style-type: none"> • The research question identifies an issue related to the career-related study, but not a suitable ethical dilemma relating to that issue. • There is limited evidence of a planned approach, resulting in little information on how the research is intended to be conducted, used and analysed. 		1-2
<ul style="list-style-type: none"> • There is an identification of an issue linked to the career-related study and an arising ethical dilemma. The research question is clearly stated and the focus on it is generally sustained throughout the project. • There is evidence of a planned approach and the determination and collection of largely appropriate sources/data/information. There is evidence of understanding of potential bias and validity. 		3-4
<ul style="list-style-type: none"> • Clear identification of an issue linked to the career-related study, and the arising ethical dilemma. The relevance of the study is clear. The research question is clearly stated and sharp focus on it is sustained throughout the project. • There is evidence of excellent planning of research, and the determination and collection of appropriate and varied sources. There is evidence of understanding of potential bias and source validity and measures have been taken to limit bias through source selection. 		5-6
Comments:		
B. Knowledge and understanding in context	- Context - Local or global example - Alternative perspectives and perceptions of dilemma	____ / 9
<ul style="list-style-type: none"> • The work does not reach the standard of the descriptor below. 		0
<ul style="list-style-type: none"> • The central ethical dilemma is identified and the student shows an awareness of its context(s), although this is largely implicit. Overall, the project demonstrates basic knowledge and understanding of the ethical dilemma, generally dominated by one view. • There is evidence of an awareness of the relevance of the chosen dilemma to community members, which is only partially integrated into the overall inquiry. • Some awareness of how cultural perspectives can influence the ethical dilemma is demonstrated, although this is likely to be largely implicit. 		1-3
<ul style="list-style-type: none"> • The central ethical dilemma is described from more than one perspective. Overall, the project demonstrates clear and consistent knowledge and understanding of the ethical dilemma and its context(s). • There is evidence of a relevant and sustained understanding of the impact of the ethical dilemma on community members. • Understanding of how cultural perspectives can influence the ethical dilemma is demonstrated and supported, where appropriate, with relevant examples. 		4-6
<ul style="list-style-type: none"> • The central ethical dilemma is analysed from different perspectives, which are evaluated in a balanced way. Overall, the work demonstrates a considered and developed knowledge and understanding of the ethical dilemma with a clear sense of scope and context(s). • The use of a local or global example to contextualize the ethical dilemma is effective and well integrated. • The impact of the ethical dilemma on community members is analysed and forms an integral part of the inquiry. • Analysis of how cultural perspectives can influence the ethical dilemma is developed and integrated into the ideas presented. 		7-9
Comments:		
C. Critical Thinking	- Research -Analysis -Discussion and evaluation	____ / 12
<ul style="list-style-type: none"> • The work does not reach the standard of the descriptor below. 		0

<ul style="list-style-type: none"> • A basic argument is presented. Evidence is presented. • The student presents straightforward conclusions, although these are asserted without drawing on any arguments or evidence provided. • Some simple ideas are connected and supported with evidence, although this may not be consistent throughout the project. 	1-4
<ul style="list-style-type: none"> • An argument is presented with a viewpoint maintained throughout. Partial use of evidence is made to develop the argument. The student is able to reason and demonstrates an understanding of cause and effect. • Conclusions made are logical, drawing on the arguments and evidence presented. • Ideas are supported by relevant evidence from different sources to develop an overall argument. 	5-8
<ul style="list-style-type: none"> • The argument presents a considered and convincing discussion of the issue and the associated ethical dilemma, interpreting and applying evidence to draw considered inferences. • Conclusions made are perceptive and concise, drawing consistently on the arguments and evidence presented. • Connections made between ideas are insightful, sustained and coherent and developed by a range of well-chosen evidence. 	9-12
Comments:	
D. Communication	- Structure - Layout
	_____ / 3
<ul style="list-style-type: none"> • The work does not reach the standard of the descriptor below. 	0
<ul style="list-style-type: none"> • There is a straightforward structure to the project as a whole, with similar material grouped together in a logical manner. 	1
<ul style="list-style-type: none"> • Communication is generally clear and structured appropriately, with consistent use of appropriate terminology. 	2
<ul style="list-style-type: none"> • Communication is coherent and structured in a way that supports the understanding of the student's ideas and arguments, with effective use of appropriate terminology to support and develop ideas. 	3
Comments:	
E. Engagement and reflection	- Process - Engagement - Research focus
	_____ / 6
<ul style="list-style-type: none"> • The work does not reach the standard of the descriptor below. 	0
<ul style="list-style-type: none"> • There is evidence of student reflection but this is mostly descriptive. • Reflections given on decision-making and planning are procedural. • These reflections communicate a limited degree of personal engagement with the subject and/or the process of research. 	1-2
<ul style="list-style-type: none"> • There is evidence that student reflection is analytical. • Reflections given on decision-making and planning include reference to conceptual understanding and skill development. • These reflections communicate a moderate degree of personal engagement with the subject and process of research, demonstrating some intellectual initiative and/or creativity. 	3-4
<ul style="list-style-type: none"> • There is evidence that student reflection is evaluative. • Reflections given on decision-making and planning include reference to the student's capacity to consider actions and ideas in response to setbacks experienced in the research process. • These reflections communicate a high degree of intellectual and personal engagement with the subject and process of research, demonstrating authenticity, intellectual initiative and/or creativity in the student voice. 	5-6
Comments:	