

Grading Criteria for Assessing Levels of Reflection*

Level One:	Level Two:	Level Three (highest level):
<ol style="list-style-type: none"> 1. Gives examples of observed behaviors or characteristics of position, but provides no insight into reasons behind the observation or connection of the observation back to the position. 2. Tends to focus on just one aspect of the situation. 3. Uses unsupported personal beliefs frequently as “hard” evidence. 4. May acknowledge differences of perspective but does not discriminate effectively among them. 	<ol style="list-style-type: none"> 1. Observations are fairly thorough and nuanced although they tend not to be placed in a broader context. 2. Provides a cogent critique from one perspective, but fails to see the broader system in which the aspect is embedded and other factors that may make change difficult. 3. Uses both unsupported personal belief and evidence but is beginning to be able to differentiate between them. 4. Perceives legitimate differences of viewpoint. 5. Demonstrates a beginning ability to interpret evidence. 	<ol style="list-style-type: none"> 1. Views things from multiple perspectives; able to observe multiple perspectives; able to observe multiple aspects of the situation and place them in context. 2. Perceives conflicting goals within and among the individuals involved in a situation and recognizes that the differences can be evaluated. 3. Recognizes that actions must be situationally dependent and understands many of the factors that effect their choice. 4. Makes appropriate judgments based on reasoning and evidence. 5. Has a reasonable assessment of the importance of the decisions facing those involved and of his/her responsibility as part of the project.

*Bradley, J. (1995)