

SAM Assessment Rubric for Freshman and Sophomore Reflection Piece

	Distinguished (4 pts)	Proficient (3 pts)	Needs Improvement (2 pts)	Non-Performance (1 pt)
Reflect on personal interests, strengths, and challenges to achieve academic, career, and personal goals.	Openly examines own experiences, interests, strengths, and challenges as related to academic and career goals. Self-appraisal is balanced—looks at both positive and negatives; not fearful of asking questions; thinks flexibly and objectively.	Somewhat cautious examination of own experiences, interests, strengths, and challenges as related to academic and career goals. Self-appraisal tends to support only positive aspects; while able to state challenges, does not seek an answer to overcome the challenges.	Self-disclosure is narrow in scope, superficial, factual, and without self-reflection. States what is expected.	Self-disclosure is minimum, if any; statements are simple and independent showing no relationship to thoughts or goals.
Analyze the requirements of the degree program as a path to academic and career goals.	Makes clear, concise, and inclusive connections with the structure and function of the degree plan and possible minor as it relates to own academic and career goals; identifies the areas/courses for which assistance may be needed and identifies resources to available for assistance.	Links the courses and course placement within the degree program and possible minor to own academic and career goals. Identifies the areas/courses for which assistance may be needed.	Simply states the number of semesters and course needed to complete the degree. Information is factual.	Unclear on the path to graduate; speaks to varied careers and courses, however, curriculum choice and career goals are not aligned.
Connect high impact learning practices with academic and career goals.	Defends the value of high impact practices in the educational journey and career trajectory; provides insight from projected learning and subsequent change from having such experiences. Provides an example.	Provides some detail in describing what is and how will high impact learning practices affect their academic and career goals; may need to be prompted to seek out and discover more about types of experiences that are available to student and how it can provide an avenue to a long-term career.	States in generalities that high impact learning practices/experiences could help in completing the degree and getting a job.	Courses are viewed simply as individual courses; there is no mention or recognition of high impact learning practices.
Connect extracurricular opportunities and student services with academic and career goals.	Makes clear connections between what is learned from outside experiences; describes thoughtfully selected opportunities. Is able to defend the value of extracurricular opportunities and student services as it relates with academic and career goals. Provides an example.	Makes general connections from what is learned from outside experiences; provides some detail in choosing those opportunities.	Has some idea about outside experiences, but does not link those choices to academic and career goals.	Extracurricular opportunities may interfere with school and personal life; possibly reflects that there is no time or need to participate.