

THE EDUCATION UNIVERSITY OF HONG KONG

University ePortfolio

Assessment Requirements for Reflective Entry

Weighting: 20%

You should write **ONE** reflective entry which accounts for **20%** of total assessment scores. This entry serves as one of the artefacts in your University ePortfolio (UePortfolio), and you are expected to show competence in both critical reflective thinking and the corresponding expression. The word count requirement is 600 words.

You should reflect on selected undergraduate experiences with the following two elements in the content of your entry:

1. Self-reflection on class sharing, discussions and after-class self-contemplation, and
2. Critical feedback on peer study group sharing and discussions.

You are encouraged to record your reflections regularly, in order to refresh your thoughts, prompt your peer study group members' discussions and sharing, and help you probe deeper into the theme or focus area and issues your UePortfolio will be based on. You are strongly recommended to use your reflective entry in your UePortfolio, as an evidence of your undergraduate learning experiences.

Reflective Entry Rubric

Assessment Grade Criterion	Outstanding “A” A + A A -	Proficient “B” B+ B B -	Developing “C” C+ C C -	Unsatisfactory ≤ “D” D / Fail
1. Selection of materials and artefacts demonstrating relevance and representation of undergraduate learning experiences	Outstanding content presentation, exceptionally well-selected materials and artefacts, relevant to and representative of undergraduate learning experiences.	Good content presentation, well-selected materials and artefacts, relevant to and representative of undergraduate learning experiences.	Adequate materials and artefacts, somewhat relevant to and representative of undergraduate learning experiences.	Inadequate, irrelevant and sparse materials and artefacts. Narrowly focused.
2. Refer to the Learning Framework drawing on Graduate Attributes, GILOs, in particular Critical Thinking Skills, GELOs	Insightful reference to the Learning Framework and outcomes, with emphasis on GELOs.	Evidence of effort on referring to the Learning Framework and outcomes, with emphasis on GELOs.	Superficial reference to the Learning Framework and outcomes.	Little or no reference to the Learning Framework and outcomes.
3. Demonstrate analytical thinking, originality/creativity, and clarity of expression	High level of analytical thinking, originality / creativity, and clarity of expression.	Overall analytical in thinking, with originality / creativity, and clarity of expression.	Some evidence of analytical thinking, originality / creativity, and clarity of expression.	Little or no analytical thinking, originality / creativity, and clarity of expression.
4. Respond to peer study group members’ views in the course of discussion	Respond to peer study group members’ views with intelligence and open-mindedness.	Regular response(s) to peer study group members’ views in the course of discussion.	Occasional response(s) to peer study group members’ views in the course of discussion.	Little or no response(s) to peer study group members’ views in the course of discussion.
5. Demonstrate understanding of personal beliefs, values, goals, and connect to personal vision for becoming a person displaying professional excellence and for living a worthwhile life	Clear and insightful understanding of personal beliefs, values, goals and the ideas of becoming a person displaying professional excellence and living a worthwhile life. Significant connections among these elements.	Clear understanding of personal beliefs, values, goals and the ideas of becoming a person displaying professional excellence and living a worthwhile life. Genuine connections among these elements.	Some understanding of personal beliefs, values, goals and the ideas of becoming a person displaying professional excellence and living a worthwhile life. Some attempts to connect these elements.	Little or no understanding of personal beliefs, values, goals and the ideas of becoming a person displaying professional excellence and living a worthwhile life.
6. Competent use of language	High level of competence in spelling, grammar and vocabulary.	Overall competence in spelling, grammar and vocabulary. Few language errors.	Some competence in spelling, grammar and vocabulary. Some language errors.	Little or no competence in spelling, grammar and vocabulary. Numerous language errors.