

	Not satisfactory	Below expectations	Satisfactory	Above expectations	Exemplary
Reflection	The statement does not show evidence of reflection. This may involve simply reporting what happened or nominating key issues, without presenting a personal response.	The statement reports what happened and/or what the key issues are. The statement responds to these by making observations, expressing opinions and/or asking questions.	The statement reports what happened and/or what the key issues are and provides personal responses to these. The statement relates these events and responses to the student's existing skills, professional experience or discipline knowledge.	The statement reports and responds to key events and issues, relating this to their developing practice. The statement shows evidence of analysis and reasoning , making links to theory and literature where appropriate to demonstrate awareness of the broader academic/professional context.	The statement reports and responds to key events and issues, relating this to their developing practice and the broader academic/professional context. The statement reframes or reconstructs the reflective statements to show potential impact on future practice or professional understanding.

Adapted from Ryan, M. (2013). The pedagogical balancing act: teaching reflection in higher education, *Teaching in Higher Education*, 18(2), 144-155 and Bain, J., Ballantyne, R., Mills, C. & Lester, N. (2002). *Reflecting on practice: Student teachers' perspectives*. Flaxton: Post Pressed.