

Table 2
Narrative reflection rubric assessment, NARRA.

Indicators	Rubric levels			
	1	2	3	4
Element 1: Situation, activity or experience that triggers reflection. Selection and analysis of a situation over which the reflective process will be done				
1.1. Identifies and describes the focus of reflection in a contextualized manner.	Does not identify any sources of reflection on a specific experience. Writes a dissertation that is rhetoric and decontextualized.	Identifies focus of reflection of a concrete and lived experience but it is trivial or not so important. Writes a description that is out of context.	Identifies a significant focus of reflection on a specific and lived experience. Writes description that lacks some elements of context.	Identifies one or more relevant focus of reflection on a concrete and lived experience. Writes a contextualized description.
1.2. Makes judgements about the focus of reflection.	Does not make any value judgements.	Makes some value judgements, but they are simple and without nuances.	Makes one or more value judgements with nuances and/or with emotional engagement.	Makes one or more value judgements with nuances and emotional engagement.
Element 2: Prior conceptions and beliefs: awareness of own previous beliefs, knowledge and experiences				
2.1. Specifies, analyses and elaborates on beliefs or ideas about him/herself.	Does not specify prior ideas or beliefs about him/herself.	Specifies some prior ideas or beliefs about him/herself without further explanation.	Specifies prior ideas or beliefs about him/herself and analyses them.	Specifies prior beliefs or ideas about him/herself and analyses and evaluates them. For example, explains why he/she has reached these beliefs and relates them to personal experiences and analyses his/her history.
2.2. Specifies, analyses and elaborates on prior beliefs or ideas about the context.	Does not specify prior ideas or beliefs about the context.	Specifies prior beliefs or ideas about the context without explaining them.	Specifies prior beliefs or ideas about the context and analyses them.	Specifies prior beliefs or ideas about the context and analyses and evaluates them.
2.3. Specifies, analyses and elaborates on beliefs or ideas about the discipline/profession.	Does not specify prior ideas or beliefs about the profession or discipline.	Specifies prior beliefs or ideas about the discipline or profession without explaining them.	Specifies prior beliefs or ideas about the discipline or profession and analyses them.	Specifies prior beliefs or ideas about the discipline or profession and analyses and evaluates them.
Element 3: Inquiring and/or focusing: investigating possible actions of students through focusing and questions and hypotheses				
3.1. Focuses on questions and hypotheses and makes inquiries about the focus of reflection.	Does not specify questions or hypotheses about the focus of reflection.	Specifies questions or general hypotheses about him/herself, but does not examine or argue them.	Specifies questions or hypotheses about the focus of reflection but does not expand them. The student does not develop a process of investigation over the focus or reflection.	Specifies questions or hypotheses and also starts a process of investigation about the focus of reflection.
3.2. Focuses on questions and hypotheses and makes inquiries about the context.	Does not specify questions or explicit assumptions about the context.	Specifies assumptions or general questions about the profession or scientific discipline, but does not examine or argue them.	Specifies and focuses on questions and hypotheses about the professional action but does not expand them. The student does not develop a process of investigation into the professional action.	Specifies focused questions and assumptions that can lead to a process of investigation into the profession or discipline.
Element 4: Transformation: Set concrete learning objectives and future action plans and approaches to initiate a new reflective cycle.				
4.1 Specifies, argues and transfers new learning goals.	Does not specify new learning goals for the transformation of any belief, experience or prior knowledge (about himself, about the context or the profession).	Specifies learning goals for the transformation of some beliefs, experiences and/or prior knowledge (about himself, about the context or profession) but does not argue them.	Paradigm shift. Argumentation of these changes or the need for them. Specifies learning goals for the transformation of some beliefs, experiences and/or prior knowledge (about himself, about the context or profession) and argues and transfers them without providing scientific evidence.	Specifies learning goals for the transformation of some beliefs, experiences and/or prior knowledge (about himself, about the context or profession), argues and transfers them basing them on scientific evidence.
4.2. Implementing new action plans and supports them with arguments.	Does not implement improving alternatives of action.	Implements improving alternatives, but does not argue them.	Implements improving alternatives, argues them with shortcomings and/or mistakes.	Implements improving alternatives and argues them without shortcomings and mistakes and closing the reflective cycle.