This article summarizes theoretical dimensions of reflective practice in education and presents the Developmental Continuum of Reflection on/for Action Rubric (DCRo/fA Rubric) — a developmental synthesis of the theories in a rubric for use in higher education. The rubric is used to analyze the levels of sophistication of the reflective dimensions identified within student work samples. Instructors may also use the rubric to revise assignment descriptions or course content to promote the development of more advanced dimensions of reflection based on the analysis of the work samples. The DCRo/fA Rubric has application for other professions in which reflection practices are valued.