

Extended Learning Opportunities - Reflection Rubric

	Exemplary	Proficient	Progressing	Beginning
Trait 1: How does the student use goal setting to manage his/her learning?	The student identifies, evaluates, and revises his/her short term goals as needed, and is able to justify changes made along the way, explaining how this leads to successfully meeting his/her long term goals.	The student identifies short and long term goals, adjusts them as necessary, and determines tasks and next steps in achieving his/her goals.	The student identifies short and/or long term goals and uses them to determine tasks and next steps.	The student identifies short or long term goals.
Trait 2: How does the student connect his/her experiences with targeted competencies	The student communicates about and analyzes the connections between experiences and targeted competencies and predicts future behaviors/decisions based on his/her analysis (“Next time....”)	The student communicates about and analyzes the connections between specific experiences and targeted competencies.	The student communicates about experiences and makes a connection to targeted competencies.	The student communicates about experiences; however, connections to targeted competencies are not made.
Trait 3: How does the student deal with challenges/problems encountered during his/her learning experience?	The student describes and analyzes problems, assesses solutions for the problems, identifies a chosen solution for a specific problem, and evaluates the effectiveness of his/her choice.	The student describes and analyzes problems(s), states solutions, and assesses solutions for them problem(s).	The student describes problem(s) and states possible solutions(s).	The student identifies problem(s).
Trait 4: How does the student’s thinking develop as a result of his/her learning experience?	The student analyzes his/her own growth by making connections between personal ideas and his/her learning experiences, leading them to new perspectives or insights.	The student analyzes his/her own growth by making connections between personal ideas and his/her learning experiences.	The student makes connections between a personal idea and an experience to establish the basis of a reflection.	The student summarizes personal experiences.
Trait 5: How does the student use appropriate language, vocabulary, syntax, and grammar to communicate effectively with his/her mentor and certified personnel?	The student demonstrates control of media-appropriate language including vocabulary, syntax, and grammar within an organized structure. Few, if any, errors. Intention of thought is clearly communicated.	The student demonstrates control of media-appropriate language including vocabulary, syntax, and grammar within an organized structure. Errors do not interfere with communication.	The student demonstrates inconsistent control of media-appropriate language including vocabulary, syntax, and grammar. Organization of the reflections’s structure may or may not be evident. Errors detract from communication.	The student demonstrates a lack of control over media-appropriate language including vocabulary, syntax, and grammar. Reflection is not in an organized structure. Errors disrupt the flow of communication.