Revised Rubric

SLO #1: Students will analyze how this real-world experience enabled them to apply what they learned from their courses, both in major and core curriculum areas, and from their extracurricular experiences to a real world experience.

	4	3	2	1	0
The student	The student	The student	The student	The student	The student merely
analyzes the	presents a list of	presents a list of	presents a list of	presents a list of	describes the
essential	knowledge and	knowledge and	knowledge and	knowledge and	experience. No
knowledge and	skills from three or	skills from one or	skills from	skills from	evidence of
skills acquired in	more	two courses/content	courses/content	courses/content	connecting the
various college	courses/content	areas in the	areas in the	areas in the	experience to the
courses within	areas in the	discipline and an in	discipline but a	discipline but no	courses/content
his/her	discipline as well as	depth analysis of	weak analysis of	analysis of how the	areas in the
discipline which	an in depth analysis	how the experience	how the experience	experience	discipline.
were utilized in	of how the	contributed to the	contributed to the	contributed to the	
this experience	experience	student	student	student	
(within the	contributed to the	understanding the	understanding the	understanding the	
discipline)	student	connectedness	connectedness	connectedness	
	understanding of	between his/her	between his/her	between his/her	
	the connectedness	academic	academic	academic	
	between his/her	experience and	experience and	experience and	
	academic	meaningful real-	meaningful real-	meaningful real-	
	experience and	world application.	world application.	world application.	
	meaningful real-				
	world application.				

	4	3	2	1	0
The student	The student	The student	The student	The student	The student merely
analyzes the	presents a list of	presents a list of	presents a list of	presents a list of	describes the
essential	knowledge and	knowledge and	knowledge and	knowledge and	experience. No
knowledge and	skills from three or	skills from one or	skills from	skills from	evidence of
skills acquired in	more	two courses/content	courses/content	courses/content	connecting the
courses <i>outside</i>	courses/content	areas in the	areas in the	areas in the	experience to the
his/her	areas in the	discipline and an in	discipline but a	discipline but no	courses/content
discipline in	discipline as well as	depth analysis of	weak analysis of	analysis of how the	areas outside the
core curriculum	an in depth analysis	how the experience	how the experience	experience	discipline.
which were	of how the	contributed to the	contributed to the	contributed to the	
utilized in this	experience	student	student	student	
experience	contributed to the	understanding the	understanding the	understanding the	
(beyond the	student	connectedness	connectedness	connectedness	
discipline)	understanding the	between his/her	between his/her	between his/her	
	connectedness	academic	academic	academic	
	between his/her	experience and	experience and	experience and	
	academic	meaningful real-	meaningful real-	meaningful real-	
	experience and	world application.	world application.	world application.	
	meaningful real-				
	world application.				

	4	3	2	1	0
The student	The student	The student	The student	The student	The student merely
analyzes the	presents a list of	presents a list of	presents a list of	presents a list of	describes the
essential	knowledge and	knowledge and	knowledge and	knowledge and	experience. No
knowledge and	skills from two or	skills from only one	skills from	skills from	evidence of how the
skills acquired in	more experiences	experience outside	experiences outside	experiences outside	experience
experiences	outside the	the classroom and	the classroom but a	the classroom but	contributed to the
outside the	classroom as well	an in depth analysis	weak analysis of	no analysis of how	student
<i>classroom</i> which	as an in depth	of how the	how the experience	the experience	understanding the
were utilized in	analysis of how the	experience	contributed to the	contributed to the	connectedness
this experience	experience	contributed to the	student	student	between his/her
(beyond	contributed to the	student	understanding the	understanding the	academic
academics)	student	understanding the	connectedness	connectedness	experience and
	understanding the	connectedness	between his/her	between his/her	meaningful real-
	connectedness	between his/her	academic	academic	world application.
	between his/her	academic	experience and	experience and	
	academic	experience and	meaningful real-	meaningful real-	
	experience and	meaningful real-	world application.	world application.	
	meaningful real-	world application.			
	world application.				

	4	3	2	1	0
The student	The student	The student	The student	The student	The student merely
analyzes the	presents a good	presents a good	presents a good	presents only a list	describes the
interconnected-	analysis of how the	analysis of how the	analysis of how the	of knowledge and	experience without
ness of	experience	experience	experience	skills but no	mention of the
knowledge and	contributed to	contributed to	contributed to	analysis of the	disciplinary
skills developed	student	student	student	interconnectedness	knowledge and
within your	understanding of	understanding of	understanding of	of these knowledge	skills acquired in
discipline, in your	the	the	the	and skills.	their general
general education	interconnectedness	interconnectedness	interconnectedness		education or of the
courses, and in	of knowledge and	of knowledge and	of knowledge and		interconnectedness
extracurricular	skills in all three	skills in two of the	skills in only one of		of the experience to
experiences.	areas.	three areas.	the three areas.		any disciplinary
(interconnected-					knowledge.
ness)					

SLO #2 Students will evaluate how the applied learning experience expanded their views of academic, political, social, cultural, and/or economic environments and prepared them to contribute more meaningfully to a global society.

	4	3	2	1	0
Assess the impact	The student	The student	The student lists	The student lists but	The student
of the applied	analyzes their own	analyzes their own	but does not	does not analyze	describes the
learning	possible biases,	possible biases,	analyze their own	their own possible	experience but
experience on the	stereotypes,	stereotypes,	possible biases,	biases, stereotypes,	makes no
development of	preconceptions,	preconceptions,	stereotypes,	preconceptions,	connection to
his/her <i>global</i>	and/or	and/or	preconceptions,	and/or assumptions.	personal biases,
awareness in the	assumptions.	assumptions.	and/or	Arguments are	stereotypes,
context of	Reasoning is clear	Reasoning is stated	assumptions.	missing. Insights	preconceptions,
academic,	and shows depth	but shows lack of	Reasoning is stated	are expressed but	and/or assumptions.
political, social,	of insight and	depth of insight	in simplistic terms.	not supported or	Seems unaware of
cultural, and/or	relevance.	and/or relevance.	Insights are	related to the	their own personal
economic			expressed but not	experience.	biases, stereotypes,
environments.			supported.		or preconceptions.
(global					
awareness)					
Assess the	The student	The student	The student lists	The student lists but	The student
experience and	analyzes the global	analyzes the global	but does not	does not analyze	describes the
ascertain the	issues in the	issues in the	analyze the global	the global issues in	experience but
larger	experience.	experience.	issues in the	the experience.	seems unaware of
implications as	Reasoning is clear	Reasoning is stated	experience.	Reasoning is	the global issues in
they apply to the	and shows depth	but shows lack of	Reasoning is stated	missing. Insights	the experience.
discipline and	of insight,	depth of insight,	in simplistic terms.	and/or connections	
beyond.	connection to their	connection to their	Insights and/or	are expressed but	
(larger	education, and	education, and/or	connections are	not supported or	
implications)	relevance.	relevance.	expressed but not	related to the	
			supported.	experience.	

Writing Skills: Organization and Mechanics

	4	3	2	1	0
Organization	Well written with	Well written, clear	Clear organization of	Organization of material	No
	clear organization.	organization.	thought. Thoughts	is confusing to the	evidence
	Well-developed	Thoughts and ideas	and ideas are	reader. Thoughts and	
	thoughts, ideas, and	are expressed with	expressed which	ideas expressed are	
	details, which shows	supporting	shows evidence of	unrelated and confuse	
	evidence of	information which	reflection, and grasp	the reader.	
	reflection, new ideas,	shows evidence of	of concepts, but		
	and grasp of	reflection, new ideas,	supporting		
	concepts.	and grasp of	information is		
		concepts.	missing.		
Mechanics	Uses standard	Uses predominately	Mixed use of	Some standard English	No
	English grammar,	standard English	standard and non-	grammar, usage, and	evidence
	usage, and	grammar, usage,	standard English	mechanics evident, but	
	mechanics. Contains	and mechanics.	grammar. Contains	numerous mistakes	
	no spelling errors.	Contains minor	spelling, usage, or	distracts from the	
		spelling errors.	mechanics errors	purpose of the	
			which distract from	reflection. Contains	
			the content.	numerous or sever	
				spelling, usage, or	
				mechanics errors which	
				distract from the	
				content.	