

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

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

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

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

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

Writing Skills: Organization and Mechanics

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