

Self-designed Program in Adventure Learning

Rubric for Reflection Paper assignment after Project Adventure, High5 and other approved adventure learning experiences

| Criteria | A | B | C | D | F |
|-------------------------------------|---|--|---|---|---|
| Content | <ul style="list-style-type: none"> • Demonstrates a complete and thorough reflective cycle • Is of the assigned length, and all content contributes to the paper • Shows mastery of the core content of the workshop and discusses fully its application in a specific environment | <ul style="list-style-type: none"> • Demonstrates a complete reflective cycle • Is of the assigned length • Shows comprehension of most core workshop content, and some ability to apply this in a specific environment | <ul style="list-style-type: none"> • Demonstrates a complete reflective cycle • Is outside the assigned length • Demonstrates limited comprehension of workshop content, or only superficially discusses its application in a specific environment | <ul style="list-style-type: none"> • Does not demonstrate a complete reflective cycle • Is significantly outside the assigned length, or is "padded" with a large amount of irrelevant material • Does not demonstrate comprehension of workshop content or fails to discuss its application in a specific environment | <ul style="list-style-type: none"> • Demonstrates little or no actual reflection • Is significantly outside the assigned length • Misrepresents workshop content or fails to discuss application in a specific environment |
| Organization | Writer expresses relationships among ideas; careful and subtle organization enhances effectiveness of communication | Relationships among ideas is assisted by transitions and logical progression of ideas. | Relationships among ideas is sometimes clear, but conveyed inconsistently. | Few relationships between ideas are presented. | Ideas are presented in an unrelated way. |
| Grammar, Spelling, Mechanics | Mastery of grammar, spelling, mechanics enhances the effectiveness of communication. | A small number of errors in grammar, spelling and mechanics do not distract from the overall effectiveness of the paper. | Errors in grammar, spelling, mechanics distract or interfere with understanding. | Errors in grammar, spelling, mechanics cause reader to frequently stop reading. | Errors in grammar, spelling, mechanics prevent effective communication. |
| Details | Rich supporting details enhance the effectiveness of communication. | Details are specific and enhance the effectiveness of communication. | Details are adequate and relevant. | Details lack elaboration; important details omitted | Few relevant details are presented. |
| Sentences | Sentence variety enhances style and effectiveness of communication. | Complete sentences with some sentence variety mostly support effective communication. | Poor sentence structure such as run-ons and fragments occasionally distract, or interfere with understanding. | Poor sentence structure such as run-ons and fragments frequently interfere with understanding. | Many fragments and run-ons prevent effective communication. |
| Citations | <ul style="list-style-type: none"> • Material needing citation is appropriately cited <i>and</i> enhance the content. • No errors in the application of the APA 5th edition | <ul style="list-style-type: none"> • All necessary citations are present. • Some errors in application of APA 5th edition | <ul style="list-style-type: none"> • All necessary citations are present. • Frequent errors in application of APA 5th edition | <ul style="list-style-type: none"> • Some necessary citations are missing. • Errors in application of APA 5th edition | <ul style="list-style-type: none"> • Citations, when necessary, are lacking. |