

### B.Sc.(Env.) Co-op Report Grading Rubric

	Reflective Practitioner	Aware Practitioner	Novice	Needs Improvement	Significant improvement needed
	4 Outstanding	3 Very Good	2 Good	1 Satisfactory	0 Unsatisfactory
<b>Clarity</b>	<p>The language is clear and expressive. The reader can create a mental picture of the situation being described.</p> <p>Abstract concepts are explained accurately.</p> <p>Explanation of concepts makes sense to an uninformed reader.</p> <p>Content was well organized, clear and concise. All reflective questions were answered.</p>	<p>Minor, infrequent lapses in clarity and accuracy.</p> <p>The reflection gave a good summary of the topic. Most important information was covered.</p>	<p>There are frequent lapses or contradictions in clarity and accuracy.</p> <p>The reflection was informative, but some elements were missing.</p> <p>Lacking logical flow and organization.</p>	<p>Language is unclear and confusing throughout.</p> <p>Concepts are either not discussed or are presented inaccurately.</p> <p>No logical flow and organization.</p>	<p>Did not provide reflection.</p>
<b>Relevance</b>	<p>The learning experience being reflected upon is relevant and meaningful to the student and learning goals.</p> <p>The student goes above and beyond the assignment reflecting on one's ability to work efficiently, effectively and independently.</p>	<p>The learning experience being reflected upon is relevant and meaningful to student and learning goals.</p>	<p>Student makes attempts to demonstrate relevance, but the relevance is unclear to the reader. There is difficulty in making links to learning goals.</p> <p>This may involve reflecting on one's ability to work efficiently, effectively and independently.</p>	<p>Most of the reflection is irrelevant to student and/or learning goals.</p> <p>This may involve almost no reflection on one's ability to work efficiently, effectively and/or independently.</p>	<p>Did not provide reflection.</p>
<b>Analysis</b>	<p>The reflection moves beyond simple description of the experience to an analysis of how the experience contributed to student understanding of self, others, and/or academic concepts.</p>	<p>The reflection demonstrates student attempts to analyze the experience but analysis lacks depth. i.e. able to make some connections between describing the experience and the understanding of self,</p>	<p>Student makes attempts at applying the learning experience to understanding of self, others, and/or course concepts but is unable to demonstrate the connection, or depth of analysis.</p>	<p>Reflection does not move beyond description of the learning experience(s).</p>	<p>Did not provide reflection.</p>

		others, and/or academic concepts			
<b>Interconnections</b>	The reflection demonstrates clear and specific connections between the experience and material from other courses; past experience; and/or personal goals.	The reflection demonstrates some connections between the experience and material from other courses; past experience; and/or personal goals.	There is little attempt to demonstrate connections between the learning experience and previous other personal and/or learning experiences.	No attempt to demonstrate connections to previous learning or experience.	Did not provide reflection.
<b>Self-Critique</b>	The reflection demonstrates ability of the student to question their own biases, stereotypes, preconceptions, and/or assumptions and define new modes of thinking as a result.	The reflection demonstrates ability of the student to question their own biases, stereotypes, preconceptions.	There is some attempt at self-criticism, but the self-reflection does not demonstrate a new awareness of personal biases, etc.	No attempt at self-criticism.	Did not provide reflection.