

ELO Reflection Rubric

Performance Traits	1 Beginning	2 Progressing	3 Proficient	4 Exemplary
How does the student use goal setting to manage his/her learning?	The student identifies short and long term goals.	The student occasionally refers to short and long term goals; uses them to determine work along the way.	The student regularly refers to short and long term goals, outlines next steps in achieving their goals, and uses them to guide their work.	The student regularly evaluates their short term goals and explains how this leads to successfully meeting their long term goals; and based on their evaluation, is able to make adjustments to their work along the way.
How does the student connect their experiences with the learning goals?	Student reflects on experiences, however connections to learning goals are not made.	Student reflects on experiences and makes a connection to a learning goal.	Reflections include analyzing the connections between specific experiences and learning goal(s).	Reflections include an analysis of the connections between experiences and learning goals and predicts future behaviors/decisions based on their analysis (“Next time,...”).
How does the student deal with the challenges/problems encountered during their ELO?	Student identifies problem(s) encountered during ELO work.	Student describes the identified problem(s) and states possible solution(s).	Student identifies and analyzes problem(s), states solutions, and assesses solutions for the problem(s).	Student identifies and analyzes problems, assesses solutions for the problems, identifies a chosen solution for a specific problem, and evaluates the effectiveness of their choice.
How does the student's thinking develop as a result of ELO experiences	The student summarizes personal experiences.	The student makes connections between a personal idea and an experience to establish the basis of a reflection.	The student analyzes their own growth by making connections between personal ideas and their ELO experiences.	The student analyzes their own growth by making connections between personal ideas and their ELO experiences, leading them to new perspectives or insights.
How does the student use appropriate language, vocabulary, syntax and grammar to communicate effectively?	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.	Demonstrates inconsistent control of media-appropriate language including vocabulary, syntax, and grammar. Organization of the reflection's structure may or may not be evident. Errors detract from communication.	Demonstrates control of media-appropriate language including vocabulary, syntax, and grammar within an organized structure. Errors do not interfere with communication.	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.