

## Critical Reflection Assessment Guidelines

### Option 1 – Marking Scheme

ASSESSMENT CRITERIA	POINTS
3 descriptive connections to readings and material / activities / experiences covered in class and WHY for each (one short paragraph with 2-3 sentences for each)	6
1 thing missing from class / didn't like and WHY (one paragraph)	2
1 thing to change / do differently and WHY (one paragraph)	2
Total	10

### Option 2 – Rubric

<p><b>Level 4</b></p> <ul style="list-style-type: none"> <li>All components of the critical reflection are complete.</li> <li>All vocabulary terms are used correctly.</li> <li>Student demonstrates a complete understanding of the concepts covered in the module.</li> <li>Student demonstrates a high level of skill in making connections between issues covered in class and in “real life.”</li> </ul>	<p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>Most components of the critical reflection are complete.</li> <li>Most vocabulary terms are used correctly.</li> <li>Student demonstrates a good understanding of the concepts covered in the module.</li> <li>Student demonstrates a basic level of skill making connections between issues covered in class and in “real life.”</li> </ul>
<p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>Some components of the critical reflection are complete.</li> <li>Some vocabulary terms are used correctly.</li> <li>Student demonstrates a basic understanding of the concepts.</li> <li>Student demonstrates a low level of skill in making connections between issues covered in class and in “real life.”</li> </ul>	<p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>Few components of the critical reflection are complete.</li> <li>Few vocabulary terms are used correctly.</li> <li>Student demonstrates a very limited understanding of the concepts.</li> <li>Student does not demonstrate an ability to make connections between issues covered in class and in “real life.”</li> </ul>

### Option 3 – Student Rubric

MY STRENGTHS	REQUIREMENTS	WHERE I CAN IMPROVE
	All components of the critical reflection are complete.	
	I use vocabulary terms correctly.	
	I demonstrate a thorough understanding of the concepts covered in the module.	
	I am able to make interesting connections between issues covered in class and in “real life.”	

# Student Presentation Assessment Guidelines

## Option 1 – Marking Scheme

ASSESSMENT CRITERIA	POINTS
All required components of the presentation are complete.	3
All vocabulary terms are used correctly.	2
Student demonstrates a complete understanding of the concepts covered.	5
Student demonstrates a high level of skill in effective oral communication.	5
Student makes highly effective and creative use of audiovisual materials.	5
Total	20

## Option 2 – Rubric

<p><b>Level 4</b></p> <ul style="list-style-type: none"> <li>All required components of the presentation are complete.</li> <li>All vocabulary terms are used correctly.</li> <li>Student demonstrates a complete understanding of the concepts covered.</li> <li>Student demonstrates a high level of skill in effective oral communication.</li> <li>Student makes highly effective and creative use of audiovisual materials.</li> </ul>	<p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>Most components of the presentation are complete.</li> <li>Most vocabulary terms are used correctly.</li> <li>Student demonstrates a good understanding of the concepts covered.</li> <li>Student demonstrates a basic level of skill in oral communication.</li> <li>Student makes effective and creative use of audiovisual materials.</li> </ul>
<p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>Some components of the presentation are complete.</li> <li>Some vocabulary terms are used correctly.</li> <li>Student demonstrates a basic understanding of the concepts covered.</li> <li>Student demonstrates a low level of skill in oral communication.</li> <li>Effective and creative use of audiovisual materials is limited.</li> </ul>	<p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>Few components of the presentation are complete.</li> <li>Few vocabulary terms are used correctly.</li> <li>Student demonstrates a very limited understanding of the concepts covered.</li> <li>Student does not demonstrate an ability to communicate effectively.</li> <li>Effective and creative use of audiovisual materials is lacking.</li> </ul>

## Option 3 – Student Rubric

MY STRENGTHS	REQUIREMENTS	WHERE I CAN IMPROVE
	All required components of the presentation are complete.	
	All vocabulary terms are used correctly.	
	I demonstrate a complete understanding of the concepts covered.	
	I demonstrate a high level of skill in effective oral communication.	
	I make highly effective and creative use of audiovisual materials.	

# Short Essay or Journal Reflection Assessment Guidelines

## Option 1 – Marking Scheme

ASSESSMENT CRITERIA	POINTS
Content: accuracy of facts, clear understanding of issues, critical analysis, good use of examples, complete answer	5
Use of proper punctuation, grammar, and spelling	2
Clear writing style and flow of ideas	2
At least 3 citations used and properly referenced	1
Total	10

## Option 2 – Rubric

<p><b>Level 4</b></p> <ul style="list-style-type: none"> <li>Content demonstrates a high level of accuracy of facts, clear understanding of issues, critical analysis, and use of examples.</li> <li>Student consistently uses proper punctuation, grammar, and spelling.</li> <li>Student uses excellent writing style with excellent flow of ideas.</li> <li>At least 3 citations are used and properly referenced.</li> </ul>	<p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>Content demonstrates a good level of accuracy of facts, understanding of issues, critical analysis, and use of examples.</li> <li>Student demonstrates basic use of proper punctuation, grammar, and spelling.</li> <li>Student uses good writing style with good flow of ideas.</li> <li>At least 2 citations are used and properly referenced.</li> </ul>
<p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>Content demonstrates a basic level of accuracy of facts, understanding of issues, critical analysis, and use of examples.</li> <li>Student demonstrates inconsistent use of proper punctuation, grammar, and spelling.</li> <li>Student uses limited writing style with limited flow of ideas.</li> <li>At least 1 citation is used and properly referenced.</li> </ul>	<p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>Content demonstrates limited accuracy of facts, understanding of issues, critical analysis, and use of examples.</li> <li>Student demonstrates difficulty with use of proper punctuation, grammar, and spelling.</li> <li>Student uses very limited writing style and flow of ideas.</li> <li>No citations are used or referenced.</li> </ul>

## Option 3 – Student Rubric

MY STRENGTHS	REQUIREMENTS	WHERE I CAN IMPROVE
	My essay presents accurate facts and shows a clear understanding of issues, critical analysis, and use of examples.	
	I consistently use proper punctuation, grammar, and spelling.	
	The writing style and flow of ideas are excellent.	
	I used and properly referenced at least 3 citations.	

# Student Project Assessment Guidelines

## Option 1 – Marking Scheme

ASSESSMENT CRITERIA		POINTS
<b>Project Plan</b>	<ul style="list-style-type: none"> <li>• Clear statement of problem</li> <li>• Realistic objectives</li> <li>• Planned actions are well thought out and relate to objectives</li> </ul>	5
<b>Action</b>	<ul style="list-style-type: none"> <li>• Relevant to planned objectives</li> <li>• Explores connections between ecological and humanitarian issues</li> <li>• Involves all group members</li> <li>• Effective involvement of other people</li> <li>• Excellent timing and organisation</li> </ul>	5
<b>Project Report</b>	<ul style="list-style-type: none"> <li>• Well organised and presented</li> <li>• Clearly communicates the problem, the strategies used, a critical reflection and evaluation of the action, and recommendations for next steps</li> <li>• Effective use of concepts and terms, consistent grammar and spelling</li> </ul>	10
Total		20

## Option 2 – Student Rubric (adapt this with your students)

OUR STRENGTHS	REQUIREMENTS	WHERE WE CAN IMPROVE
	We did an excellent job of researching and planning our project.	
	Our project plan was well researched and thought out and was clearly written with achievable objectives.	
	We involved other people/partners in our project.	
	Our team worked well together, with everyone playing an important and interesting role.	
	Our project had an impact on the environment and/or people.	
	We shared the results of our project with other people.	
	We learned new ideas and skills while implementing the project.	
	We have ideas for how we could have improved the project.	
	We have ideas for follow-up projects.	

# Climate Change & Forests: From Seed to Carbon Sink INFOGRAPHIC RUBRIC

Critical thinking, and the ability to communicate information effectively to others, are two key skills every student must learn. Using any discipline’s content, students build infographics and develop new communication skills by learning to share information succinctly using language, data, graphic design, and images. With so much available data, and attention spans growing short, presenting key concepts in a compelling way is an art.

Category	Advanced	Proficient	Developing	Needs Specific Improvement
<b>Content</b>	Covers topic in depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there might be a factual error.	Content is minimal OR there are factual errors.
<b>Graphics</b>	All graphics are related to the topic and make it easier to understand.	All graphics are related to the topic and most make it easier to understand.	All graphics relate to the topic.	Graphics do not relate to the topic and/or aid the viewer.
<b>Attractiveness</b>	Makes excellent use of font, color, effects, etc. to enhance the presentation.	Font, color, effects, etc. are acceptable.	Makes use of font, color, effects, etc. but these might detract from the presentation content.	Use of font, color, effects etc. but these often distract from the presentation content.
<b>Mechanics</b>	No misspellings or grammatical errors. It is publishable.	One misspelling and/or mechanical error exists.	Two misspellings and/or grammatical errors.	More than two spelling or grammar errors.
<b>Citations</b>	Full bibliographic citations for any image or text sources are included.	The URL of any image or text sources used are included.		No citations to sources used are included.

Does the infographic have a main idea or thesis?  
 Does the data support the main idea? (if applicable)  
 Do the graphics enhance and support the data?  
 Does the layout and design have a purpose  
 Did you organize the graphics and text to communicate your ideas effectively?

*Adapted from Jeff Holliday*