

Critical Reflection Assessment Guidelines

Option 1 – Marking Scheme

| ASSESSMENT CRITERIA | POINTS |
|--|--------|
| 3 descriptive connections to readings and material / activities / experiences covered in the activity and WHY for each (one short paragraph with 2-3 sentences for each) | 6 |
| 1 thing missing from the activity / 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>Level 4</p> <ul style="list-style-type: none"> All components of the critical reflection are complete. All vocabulary terms are used correctly. Student demonstrates a complete understanding of the concepts covered in the module. Student demonstrates a high level of skill in making connections between issues covered in the activity and in “real life.” | <p>Level 3</p> <ul style="list-style-type: none"> Most components of the critical reflection are complete. Most vocabulary terms are used correctly. Student demonstrates a good understanding of the concepts covered in the module. Student demonstrates a basic level of skill making connections between issues covered in the activity and in “real life.” |
| <p>Level 2</p> <ul style="list-style-type: none"> Some components of the critical reflection are complete. Some vocabulary terms are used correctly. Student demonstrates a basic understanding of the concepts. Student demonstrates a low level of skill in making connections between issues covered in the activity and in “real life.” | <p>Level 1</p> <ul style="list-style-type: none"> Few components of the critical reflection are complete. Few vocabulary terms are used correctly. Student demonstrates a very limited understanding of the concepts. Student does not demonstrate an ability to make connections between issues covered in the activity and in “real life.” |

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

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

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