ELO REFLECTION RUBRIC				
Performance Traits	**4 - Advanced**	**3 - Proficient**	**2 - Sufficient**	**1 - Beginning**
How do you use goals setting to manage your learning?	I regularly evaluate my short term goals and explain how this successfully leads to meeting my long term goals while making adjustments along the way.	I regularly refer to my short and long term goals, outline next steps in achieving these goals and use them to guide my work.	I occasionally refer to my short and long term goals and use them to determine work along the way.	I identify short and long term goals.
How do I connect my experiences with my learning goals?	My reflections include an analysis of the connections between my experiences and learning goals and predict my future decisions (“Next time…”).	My reflections include an analysis of the connections between my experiences and learning goals.	I reflect on my experiences and make a connection to a learning goal.	I reflect on my experiences however I do not make connections to my learning goals.
How do I deal with the challenges/problems encountered during my ELO?	I identify and analyze problems, assess solutions for the problems, identify a chosen solution for a specific problem, and evaluate the effectiveness of my choice.	I identify and analyze problem(s), state solutions, and asses solutions for the problems.	I identify the problem(s) and state possible solution(s).	I identify the problems I face during my ELO experience.
How does my thinking develop as a result of the ELO experience?	I analyze my own growth by making connections between my ideas and my ELO experiences, leading me to new perspectives or insights.	I analyze my own growth by making connections between my ideas and my ELO experiences.	I make connections between a personal idea and an experience to establish the basis of my reflection.	I summarize my personal experiences.
How do I use appropriate language, vocabulary, syntax and grammar to communicate effectively?	I demonstrate control of media-appropriate language including vocabulary, syntax, and grammar within an organized structure. I make few if any errors. My intention of thought is clearly communicated.	I demonstrate control of media-appropriate language including vocabulary, syntax, and grammar within an organized structure. My errors do not interfere with communication.	I demonstrate inconsistent control of media-appropriate language including vocabulary, syntax, and grammar. Organization of my reflection's structure may or may not be evident. My errors detract from communication.	I demonstrate a lack of control over media-appropriate language including vocabulary, syntax, and grammar. My reflection is not in an organized structure. My errors disrupt the flow of communication.

Source- Central Falls High School, RI