

Visit Reflection Rubric

Look for evidence that your students and mentors are growing with, learning from, serving, and uplifting each other.

	Length	Clarity	Content
Approve	<p>Reflection is at required length according to grade level:</p> <p>Grades K-2 = 2 sentences Grades 3-8 = 1 sentence <i>per grade level</i> Grades 9-12 = 500-word reflection per Qualifying Unit (QU = 2+ hours/week)</p>	<p>Reflection:</p> <ol style="list-style-type: none"> 1. Communicates visit experience appropriate for grade level. 2. Contains minimal grammatical errors appropriate for age/ability—capitalization, punctuation, periods between sentences. 	<ol style="list-style-type: none"> 1. Reflection recounts in detail what they did. 2. Mentor’s name or pseudonym is given. 3. Growth of relationship is evident. 4. Only acceptable activities have taken place. 5. Student and mentor are intentionally looking for ways to teach and learn from each other. <p>*See below examples of content/questions students should be looking to answer.</p>
Reject Reflections not submitted by deadline may be rejected regardless of met criteria.	<p>Reflection is not at required length according to grade level:</p> <p>Grades K-2 = 2 sentences Grades 3-8 = 1 sentence <i>per grade level</i> Grades 9-12 = 500-word reflection per Qualifying Unit (QU = 2+ hours/week)</p>	<p>Reflection:</p> <ol style="list-style-type: none"> 1. Is incoherent. 2. Does not make sense. 3. Activities, length of time, or purpose of summary is unclear. 	<ol style="list-style-type: none"> 1. Reflection recounts in minimal detail what they did. Example: “We sang some songs and then made cookies.” 2. Mentor’s name/pseudonym not given. 3. Growth of relationship is not evident. 4. Unacceptable activities have taken place.

- If all categories fulfill the Approve row, the reflection may be approved.
- If any category falls into the Reject row, mark, send the reflection back and let the student know they need to correct their errors. State the errors clearly in the comment box and how they need to be corrected.
- **Parents of children grades K-4 may write their student’s reflections in lieu of the child *as dictated to them by the child*. There must be active involvement between child and parent as reflection is written.**

*Content – Whether cooking, baking, engaging in a hobby, or cleaning the home, students should search deeper into the surface actions of the visit. Here are some **examples** of activities and the questions students should be seeking to answer:

1. If you had prayer or read a devotional or Bible text together, what did you pray about? What did you read? How did you and your mentor react to it? Did any interesting conversations come about?
2. If your mentor helped you with a decision you needed to make, what was it (if comfortable sharing)? Did they effectively help? What decision did you come to? Are you glad you brought it up, or do you regret it?
3. If your mentor asked about your schoolwork or helped with schoolwork, how did it go? Were they good help? What did you learn from your mentor? Did your mentor learn anything new?
4. If your mentor told you an interesting story about when they were younger, what did they tell you? What do you think of the story? Did you learn something new about life “back in the day”?
5. If your mentor showed you how to do something interesting, what was it (this could be a chore or hobby)? Were they a good teacher? How did you enjoy learning to do something new? Is this something you will remember?