

	<b>Unsatisfactory</b>	<b>Not up to par</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Excellent</b>
<b>Organi- zation</b>	Journal appears to have no organization whatsoever.	Items in journal are difficult to find and/or identify.	Organization of journal is somewhat systematic.	Organization of journal is reasonably clear and systematic.	Organization of journal is very clear and systematic.
<b>Anth. Perspective</b>	Student shows no effort to utilize anthropological terms, approaches, and perspectives.	Student rarely attempts to utilize some anthropological terms, approaches, and perspectives.	Student attempts to utilize some anthropological terms, approaches, and perspectives, though not consistently or correctly.	Student shows competence utilizing anthropological terms, approaches, and perspectives	Student clearly and correctly utilizes anthropological terms, approaches, and perspectives
<b>Cultural Knowledge</b>	Student does not describe new knowledge at all and/or is critical of knowledge acquired.	Student infrequently describes new knowledge acquired and/or dismisses some knowledge as insignificant.	Student describes some new cultural knowledge, tending to focus on the extraordinary, paying little attention to the mundane.	Student includes descriptions of new cultural knowledge, both mundane and extraordinary. The significance of new knowledge is sometimes noted.	Student actively pursues and describes new cultural knowledge, both mundane and extraordinary. The significance of new knowledge is noted and clearly understood.
<b>Service</b>	Student is dismissive of both his/her role in the organization and the organization's role in the community.	Student lacks an understanding of his/her contributions to the organization. Journaling conveys little awareness of or appreciation for the organization's role, and the student's role, in the community.	Student moderately identifies and describes his/her role and contributions in the organization. Journaling conveys some awareness of the organization's role, and the student's role, in the community.	Student demonstrates some appreciation for his/her role in the organization and his/her contribution to it. Journaling conveys awareness of the organization's role, and the student's role, in the community.	Student demonstrates full appreciation for his/her role in the organization and articulates his/her contribution to it. Journaling conveys a clear awareness of the organization's role, and the student's role, in the community.
<b>Cultural Relativism</b>	Ethnocentric statements are frequent with no evidence of increasing awareness of these views.	Ethnocentrism is present and unaddressed.	Some awareness of ethnocentrism and culturally relative thinking are present.	Demonstrates increasing awareness of ethnocentrism and use of culturally relative thinking.	Demonstrates astute awareness of ethnocentrism and use of culturally relative thinking.
<b>Critical Thinking &amp; Reflection</b>	There is no evidence of the student revisiting, rereading, or rethinking previous writing. Critical thinking is not evidenced.	Student does not revisit, reread, or rethink previous writing. Comments and thoughts are not noted. Critical thinking is rarely evidenced, though student may offer occasional general questions, ideas, and criticisms.	Student occasionally revisits, rereads, and rethinks previous writing. Comments and thoughts are rarely noted. Critical thinking is occasionally evident with general or thoughtful questions, ideas, and criticisms.	Student revisits, rereads and rethinks previous writing. Comments and thoughts are sometimes noted. Critical thinking is sometimes evidenced by thoughtful questions, ideas, and/or criticisms.	Student clearly revisits, rereads, and rethinks previous writing. Comments and thoughts are noted. Dates may be included. Critical thinking is evidenced by frequent thoughtful questions, ideas, and criticisms throughout.