

ELTHE
Evaluation Rubric

| | scoring weight | Low | Between Low and Medium | Medium | Between Medium and High | High |
|-----------------|----------------|--|--|---|--|---|
| Originality | 8 | 1 This confirms existing understanding. | 2 The originality is marginal. | 3 This enhances current understanding by introducing new exceptions or implications. | 4 The paper demonstrates relatively high originality in theory and/or practice. | 5 This is potentially seminal work, creating a new focus for inquiry. |
| Equity | 8 | 1 This submission has little or no bearing on social justice, equity, or anti-racism. | 2 The submission pays slight attention to questions of social justice and equity. | 3 This submission could be applied in ways that advance social justice and equity. | 4 The paper has demonstrated a relatively high level of social justice, equity, or anti-racism. | 5 This research makes significant progress in bringing experiential learning to underserved populations. |
| Transferability | 8 | 1 It's hard to tell how this research could be applied in settings other than the original one. | 2 The research has relatively low level of transferability. | 3 This research applies to a subset of higher education settings. | 4 The paper can be generalized in a broader field. | 5 Readers in any higher education setting would find this research useful. |

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| Topicality | 7 | 1 Any connection to the editors' Topics of Current Interest is indirect. | 2 The connection to the editors' topics of current interest is marginal. | 3 One or more parts of this work touch on Topics of Current Interest. | 4 The paper relates to the editors' topics of current interest of this journal. | 5 The submission directly addresses one or more Topics of Current Interest. |
| Scholarship | 7 | 1 The submission demonstrates little awareness of existing literature or scholarly inquiry in the field of experiential education. | 2 The submission shows some familiarity with the field of experiential education. | 3 The submission's quality of scholarship is uneven but can be developed with editorial help. | 4 The paper demonstrates some command of current relevant scholarship. | 5 The submission demonstrates solid understanding of the field of experiential education, and draws on diverse perspectives and voices. |
| Methodology | 7 | 1 Little rigor or consistency was applied to the research or scholarly inquiry, making it hard to validate. | 2 Some quality research methods were applied, but with little consistency. | 3 The submission pays enough attention to methodology and/or scholarly inquiry to make its findings credible. | 4 The methods used can be verified and justified in a relatively high level. | 5 Research methods and/or scholarly inquiry are clear and rigorous, making this a good example for advancing the field. |

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| Multi-modal potential | 4 | 1 This works as a printed article, but doesn't lend itself to other forms of delivery. | 2 With some reworking these ideas could be presented in ways other than print. | 3 The material presented here would also work as a podcast, conference presentation, or other traditional format for sharing scholarship. | 4 These ideas could be well communicated across multiple platforms, including social networks and video. | 5 The contributors have already created other media to communicate these ideas. |
| Readability | 3 | 1 Editors will need to work closely with the author(s) to improve the writing quality and accessibility in this submission. | 2 The paper has a structure but is not very clear and easy to follow. | 3 The submission is typical of first drafts: the reasoning and language are clear enough for evaluation, but with some lapses in logic, diction, or usage. | 4 The paper is easy to follow and demonstrates a relatively clear structure. | 5 The writing quality is unusually strong for a first draft, and approachable and accessible. Little editing is needed. |