

Service Learning Assessment Rubric

A SUGGESTED GUIDE FOR EVALUATING STUDENT REFLECTION

Use of this rubric is optional. Faculty may use an alternate method for assessment.

CRITERIA	1 Below Average	2 Average	3 Above Average	4 Outstanding
Awareness of Purpose of Service Learning (SL)	Student demonstrates a limited awareness of the purpose of SL, and had limited engagement in their SL experience. There is little to no leadership skill or critical thinking skill development evident.	Student expresses an awareness of how SL is integral to course material or knowledge gained through another college course, but does not relate reflection to Mission or CV. Limited leadership skills or critical thinking skills are evident.	Student expresses an awareness of how SL is an intentional means to further understanding and awareness of VMC Mission and CV. Student shows an active engagement in SL, but does not connect course material to SL in an informed manner. Some leadership skills or critical thinking skills are evident.	Student demonstrates awareness of purpose of SL and its connection to the Mission and CV of VMC. Student incorporates concrete examples from SL and course material in their reflection illustrating the importance of continued service and responsibility to those around them. Leadership skill development and critical thinking skills are evident.
Application of Theory to Practice & Practice to Theory	Student does not apply research, course material or VMC Mission appropriately to their SL experience. Examples and explanations do not appear or are unrelated.	Student expresses some connections within their SL, research, course material and VMC Mission. Examples are general and not detail oriented. Explanations are not always clear.	Student has developed perspective on issues related to at least three of the following areas: their SL placement, research, course material and VMC Mission. Evidence and explanation are given, but may require more detail or clearer connections.	Student has an informed perspective on issues related to their SL placement, research, course material and VMC Mission. Reflection paper is well developed in each of these areas. Examples and details are given and are clearly defined.
Critical Thinking	Student accepts or disagrees with observations and ideas from course material or SL placement, but does not develop. Opinions are stated without support. Issues and stakeholders of the agency are not identified.	Student asks questions and tries to see them from a different perspective due to SL placement, but original perspective does not seem to have been enhanced or expanded. Few examples are given from placement or course material.	Student states, in general, how personal ideas have changed. New insights are covered and course material is mentioned, but new insights are not developed clearly. Examples are given, but not relate clearly to the change in perspective.	Student explicitly states how personal assumptions have changed, and new insights or perspectives that were gained. Awareness of issues related to the SL agency and its role in WNY are explored. Student uses major themes or concepts covered in course material to show a relationship to SL placement.
Thesis, Overall Structure, Content, Mechanics & Writing Style	Structure and content present no coherent beginning, middle and end. The three questions are not developed, or may not be answered at all. Grammar, spelling and punctuation are poor. Sources are not cited, or are cited incorrectly.	Structure and content do not present a clear beginning, middle and end. Transitions among the three questions are not clear. Grammar, spelling and punctuation mistakes are regular, suggesting a first draft and/or no editing was done. Sources not cited consistently.	Structure and content present a clear sense of beginning, middle and end. Transitions from one question to another are mostly clear. Mistakes in grammar, spelling and punctuation are few, and if they do occur, do not confuse the meaning. Sources are cited, but may lack some information.	Structure and content present a clear sense of beginning, middle and end. Transitions from one question to another are clear. Grammar, spelling, and punctuation are practically flawless. Sources are cited appropriately.