

Rubric to Assess Service-Learning Reflection Papers*

Trained readers will assess student reflection essays according to the following rubric. The results will be provided to you at your request at the beginning of the semester following the semester of service.

AWARENESS OF PURPOSE OF SERVICE [civic engagement]

<i>NOVICE</i>	<i>APPRENTICE</i>	<i>PROFICIENT</i>	<i>DISTINGUISHED</i>
Student demonstrates limited awareness of social issue. Does not go beyond description of activities at site.	Student expresses some awareness regarding social issue.	Student demonstrates understanding of the complexity of the issue and solutions to it.	Student understands complexity of issue and solutions to it and is aware of personal role in solutions.

APPLICATION OF COURSE CONCEPTS TO SERVICE-LEARNING [academics]

<i>NOVICE</i>	<i>APPRENTICE</i>	<i>PROFICIENT</i>	<i>DISTINGUISHED</i>
Student does not apply course concepts, or there is a limited, unclear connection of course concepts to service experience.	Student expresses some connection between course concepts and service experience.	Student demonstrates a clear understanding of the relationship between course concepts and service experience.	Student uses service experience to evaluate course concepts and efficacy of service.

RESPONSIBILITY TO COMMUNITY [civic engagement]

<i>NOVICE</i>	<i>APPRENTICE</i>	<i>PROFICIENT</i>	<i>DISTINGUISHED</i>
Student demonstrates limited awareness of personal responsibility to community.	Student expresses insight into community issues pertinent to the service experience and demonstrates some awareness of personal sense of responsibility.	Student integrates personal sense of responsibility to community regarding issues pertinent to service experience and expresses a commitment to working towards specific solution(s).	Student embodies personal sense of responsibility to community regarding issues pertinent to service experience and actively participates in the collective effort to solve these issues.

IMPACT ON STUDENT'S PERSONAL LIFE [personal growth]

<i>NOVICE</i>	<i>APPRENTICE</i>	<i>PROFICIENT</i>	<i>DISTINGUISHED</i>
Student expresses a limited connection between service and self. Demonstrates limited empathy and little or no change in attitudes, perspectives, beliefs or behavior.	Student expresses connection between service and self. Demonstrates empathy and change in attitudes, perspectives, beliefs, or understanding of own skills.	Student uses changes in perspective to guide choices and behaviors, but only in areas related to service experience.	Student uses changes in perspective to guide choices and behaviors in areas related to service experience as well as in areas related to other social issues.

CRITICAL THINKING [academics] (overall essay)

<i>NOVICE</i>	<i>APPRENTICE</i>	<i>PROFICIENT</i>	<i>DISTINGUISHED</i>
Student accepts things at face value, as if all opinions were created equal. Opinions are stated without analysis or support.	Student asks questions and shows awareness of multiple perspectives. Opinions are stated with some analysis and support.	Student assesses and evaluates perspectives, knowledge and opinions gained from course concepts and service experience.	Student assesses and evaluates perspectives, knowledge and opinions gained from course concepts and service experience. Student links these assessments to own perspectives and opinions on the social issue.