

## Rubric to Assess Service-Learning Reflection papers

Level	Awareness of Purpose of Service (civic engagement)	Responsibility to Community (civic engagement)	Application of Course Concepts to Service-Learning (academics)	Impact on Student's Personal Life (personal growth)	Critical thinking (academics) (overall essay)
<i>Distinguished</i>	Student is aware of personal role in solution to social issue.	Student embodies personal sense of responsibility to community regarding issues pertinent to service experience and actively participates in the collection effort to solve these issues.	Student uses service experience to evaluate course concepts and efficacy of service	Student uses changes in perspective to inform choices and behaviors in issues pertinent to service as well as other areas in their life.	Student uses evaluation of perspectives, knowledge and opinions gained from course concepts and service experience as foundation for own perspectives and opinions.
	“If I want to help students like Kendra, tutoring is just one way to go about it, but is not enough to really change the education system. I also need to help the school get parents involved, should pay attention to education policy and vote on important education laws, and maybe serve on the school board.”	“I attended a neighborhood meeting about the pilot recycling program and have convinced my family to start recycling. We have a box by the door and I make a trip to the recycling center once a week. I also started working with the elementary school in my neighborhood to educate kids about recycling and consumption”	“Taking botany and participating in Adopt An Ahupua’a have given me the tools to understand the struggle between conservation & development. However, I feel as if the program would be stronger if we also gained the skills to advocate for conservation and learned about the political avenues of change.	“I realize now that I also have stereotypes about other groups of people, and am interacting more with different people in these groups because I realize that my assumptions are probably incorrect.”	
<i>Proficient</i>	Student demonstrates understanding of the complexity of the issue and solutions to it.	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 demonstrates a clear understanding of the relationship between course concepts and service experience	Student uses change in perspective to inform choices and behaviors in areas pertinent to service	Student assesses and evaluates perspectives, knowledge and opinions gained from course concepts and service experience.

	<p>“The increasing emphasis on testing, low teacher salaries, understaffed schools, the growing disparity in wealth between social classes, and the relationship of property taxes to school quality all present challenges to student success in education. One-on-one tutoring can help, but is just a band-aid solution to the larger issue and does not address the political and social forces that affect education.”</p>	<p>“Because I understand how important it is to our overall well-being to reduce waste, I will continue to volunteer at the Recycling Center to educate people about recycling, eliminating waste, and being conscientious consumers.”</p>	<p>(native v alien v alien invasive species)</p>	<p>“As a result of spending time with seniors, I look at all seniors with a smile and try to get to know them as people and friends. I will pay attention to political issues regarding seniors. I am looking into a career working with seniors.”</p>	
<p><i>Apprentice</i></p>	<p>Student expresses empathy and awareness regarding social issues.</p>	<p>Student expresses insight into community issues pertinent to the service experience and demonstrates awareness of a personal sense of responsibility.</p>	<p>Student expresses some connection between course concepts and service experience.</p>	<p>Student expresses connection between service and self and demonstrates change in attitudes perspectives, beliefs, or understanding of own skills.</p>	<p>Student asks questions and shows awareness of multiple perspectives. Opinions are stated with some analysis and support</p>
	<p>“I realize that Kendra struggles with reading because English is her second language. A child of immigrants, she speaks a language other than English at home and struggles in school as a result. Like many schools in the nation, Kendra’s school has large classes and the teacher cannot spend extra time with her to work on her skills.”</p>	<p>“My service-learning work has had a small impact, but in order for us to make real progress in the fight against global warming and continuing deforestation, everyone has to make small changes in their lifestyles. I should ride my bike to work or carpool with other people.”</p>	<p>“Working in the taro patch emphasized how closely tied Native Hawaiians were to nature. I can identify the different plants and how they were used by ancient Hawaiians, and even how some of them are still used today.”</p>	<p>“I used to think seniors were totally different from me and not worth my time. Now I realize that they are similar to me and can be friends, mentors and keepers of history. I realized that I enjoy and am good at interacting with seniors.”</p>	
<p><i>Novice</i></p>	<p>Student demonstrates limited awareness of purpose of service-learning as a means to address social issues. Does not go beyond description of activities at site.</p>	<p>Student demonstrates an attitude of responsibility toward their.</p>	<p>Student does not apply course concepts, or there is a limited, unclear connection of course concepts to service experience.</p>	<p>Student expresses a limited connection between service and self and demonstrates limited or no change in attitudes, perspectives, beliefs or behavior.</p>	<p>Student accepts things at face value, as if all opinions were created equal. Opinions are stated without analysis or support.</p>
	<p>“Today I tutored Kendra. She was doing pretty well on math but refused to read. I was frustrated.”</p>	<p>“By completing my hours at the Recycling Center, I made a difference.”</p>	<p>“In botany, we learned the names and features of some Hawaiian plants. While working in the taro patch, I was able to identify some of the parts of the plant.”</p>	<p>“I feel good about having done this good deed.”</p>	