4 Assessment of Service-Learning

An integrative service-learning experience is designed to involve students in critical thinking and, by connecting theory to practice, yields enriched understanding. Learning is a "ground breaking" of sorts, requiring *some change by the person involved. Experiential learning* is the process whereby, through the connections and transformation of experience into theory, knowledge is created. The emergence of *service-learning theory* parallels the growth of *cognitive development theory* and *assumes intelligent moral growth.* These educational forms attempt to provide coherence in understanding the unfolding learning experience.

The first step in developing an assessment strategy for an integrated service-learning experience is to match the course learning objectives to both course materials and the service-learning assignment (see Table 2). The service-learning assignment is then built around the desired course objectives, reinforcing and strengthening conceptual knowledge. For example, in a course entitled "Cancer and Society," to better understand the effects of chemotherapy, a student may choose to be present at the time a patient is receiving treatment. During this time, the student will learn not only about the physical effects of chemotherapy, but the emotional and personal impact on the patient and his/her family.

Each time we begin to develop an assessment strategy, we ask three foundational questions:
- How has course content strengthened understanding of the service-learning experience?
- How has the service-learning experience affected students' understanding of course content?
- How has the student demonstrated through reflection on his or her service-learning the ability to integrate theory and practice?
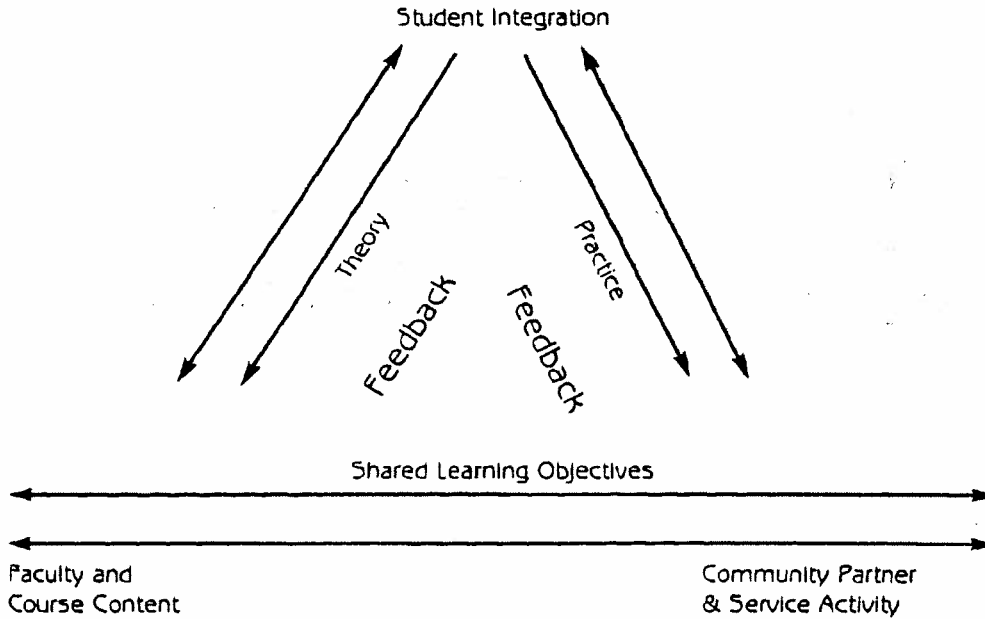
From this preliminary model, three elements—student integration, course content, service activity—are assessed in relationship to their ability to strengthen learning (see Figure 3).

Taken from:
"Service-Learning & Learning Communities: tools for Integration and assessment." by Oates, Karen Kashmanian and Leavitt, Lynn Herbick.
Association of American Colleges and Universities: Washington, DC. 2003.

Figure 3: Foundation for Assessment

Student Integration

Theory

Feedback

Practice

Feedback

Shared Learning Objectives

Faculty and
Course Content

Community Partner
& Service Activity

Oates and Leavitt. 2002

As the active, collaborative, and experiential pedagogy of learning communities combines with the non-traditional learning environment of service-learning, the assessment process becomes more complex. Although Table 3 provides several ideas about how to approach each element, the focus here is on assessment of integration.

Table 3: Assessment of Integration

Materials to Support Assessment of a Service-Learning Experience
• Journal Entries • Evaluations by site supervisor • Group or self evaluation of progress toward goals • Faculty evaluation based on final reflective service-learning paper • Narratives, stories, or case studies from the field
Materials to Support Assessment of Course Content as Related to Learning Objectives
• Traditional tests and quizzes • Video, drama, case study analysis • Papers, poster presentation, PowerPoint
Materials to Support Assessment of a Student's Ability to Integrate Course Content with the Service-Learning Experience
• Reflection • Integrative Reflective Essay • Portfolio Development (written or electronic)

Reflection as a Learning Assessment Tool

Reflection is commonly practiced in both learning communities and service-learning experiences. Reflective writing and oral presentation link theory learned in the classroom to practice experienced in the community, creating new understanding. Many students, staff, and faculty think of reflection only in terms of group sensitivity sessions, with the consequence that they may resist opportunities to reflect on the nature of their service-learning work. This aversion stems from what appears to be a barrier to talking about feelings, thoughts, and emotions. However, reflection is not limited to the release of emotional energy, the sharing of feelings, or attempts to "feel good" about the service-learning experience. Rather, reflection is an opportunity through which experience yields understanding and knowledge; it is decidedly educational. Its formal practice encompasses various formats touching on an endless variety of issues. The reflective process of writing and discussion deepens learning, inspiring new areas of thought and effective action. The benefits of the reflective process reach both the individual and the community.

Being creative with ways that encourage students to think critically about their experience will animate and capture their thoughts, ideas, concerns, and interests. Suggestions to facilitate a deeper understanding of their experience include:

- Create room for many and varied short writing assignments such as journals and essays. Ask students to analyze their service-learning experience through ongoing writing assignments that connect the course material to the service activities.
- Create dialogues among students and with community members and faculty. Enlist community members to lead discussions about the historical, philosophical, economic, political, and sociological perspectives of various community and societal issues. Encourage a broad perspective. Give students a voice and opportunities to participate as conveyors of ideas and facilitators with community members.
- Develop dramatic activities such as theater productions, music, or poetry readings that encourage students to creatively express their experience. Various media in art and sculpture may, in certain circumstances, also be appropriate.

Reflection as a Way of Knowing

Reflection is not a new educational concept. Several theorists developed a conceptual framework to explain how individuals use reflection to learn. According to David Kolb (1984), three researchers who explored the concept of reflection are first, Dewey (1933) who regarded reflection as an important component of education and experiential learning through an intellectual process of developing a hypothesis and testing it through action. Lewin (1947), who supports reflection through peer group discussion, found that much of individual and organizational ineffectiveness results from lack of feedback. He studied the tension between concrete experience and analytical detachment. Piaget (1968) described learning as an integration of concepts and experiences as an individual modifies and fits them together.

Through his theory of experiential learning, Kolb augments earlier ideas of reflection as a way of knowing and learning. The core of Kolb's experiential learning theory indicates how experience is translated into concepts that are used as guides for understanding when engaging in new experiences. According to Kolb, experiential learning—and by extension, service-learning as a

form of experiential learning—is a four-stage cycle that includes concrete experience, observation and reflection, formation of abstract concepts and generalizations, and testing implications of concepts in new situations.

Grundy and Kemmis (1982) provide another theory of experiential learning that includes reflection. They consider the phases of an individual's experiences within a context of a group of autonomous leaders with a common learning objective or purpose. Each person brings to the group information and judgment, and everyone in the group examines and evaluates others' knowledge and ideas. The group may also examine basic assumptions held in common, and then re-examine each person's contribution to the discussion. These phases of reflection may be sequential or simultaneous.

Boud, Keogh, and Walker (1985) developed a model that specifically analyzes the process of reflection. Their model examines reflection from the learner's perspective. In the reflective process, according to their theory, there are three stages. First, *the learner returns to the experience* in his/her mind, remembers what took place and what his/her reactions were to the experience, and attends to his/her feelings about the experience. The second stage is for *the learner to remove obstructive feelings*, whatever needs to be done in order to remove impediments to a thorough, objective examination of the experience. In the final stage *the learner reevaluates* his/her experience. Reflective reevaluation is the most important stage, and the process cannot be complete without the whole cycle.

In the reevaluation stage, the learner covers four processes (Boud, Keough, and Walker 1985). The first is *association*, the process of connecting ideas and feelings of the original experience with those that emerged during reflection with present knowledge and attitudes. The second component in reflective reevaluation is *integration*, an initial process of discrimination. After associations are made, the learner engages in a process of discriminating as to whether they are useful or meaningful. In the third process, *validation*, the learner tests for consistency between the new associations and existing knowledge and beliefs. If there are contradictions between them, the learner must learn how to resolve them and proceed. *Appropriation*, the fourth, is the process in which new information that has been associated, integrated, and validated becomes personalized (appropriated) as part of the learner's identity.

Guidelines for Developing a Formative Reflective Practice

- Link the goals of the reflection directly to course objectives.
- Be clear in articulating how reflective writing helps strengthen both theory and practice.
- Develop a structure within the learning community that allows time for reflection and guided questions.
- Create and distribute a set of goals so that students understand and get the most out of their reflection.
- Find partners: Let others who might better be able to address specific student concerns expressed in the reflection participate in reflective activities.
- Consider the problems that students have underscored in their written reflections; students will feel freer to take risks with their ideas and thoughts if one responds to their needs and encourages them. Prompt and substantial feedback to students is a must.
- Create high expectations for the integration of theory and practice.
- Use evaluation comments as a means to continually improve the practice of reflection.

Appropriated knowledge becomes part of the learner's store of knowledge and values and thus more likely to persist than other forms of knowledge acquisition. With this in mind, it is advisable to establish guidelines and parameters that best meet one's particular needs.

The reflective essay and learning narrative represent two different approaches to encouraging a deeper reflective practice. The *reflective essay* comprises a variety of prompts and questions about the learning experience and the progress students make as they begin to connect theory to practice. The *learning narratives* (vignettes) are less structured and are used more often with students who have achieved some level of sophistication in a non-prompted journal writing assignment. Here, students take the experience beyond the class into a more personal connection to community and public policy. As the learning narratives become more personal, their story as a learner emerges.

The Reflective Essay

One of the most common tools used by faculty to link the action (doing) with meaning (thinking) is the reflective essay. In many cases daily journals that recount activities become the foundation on which to build the reflective essay. One approach leads students from a chronology of what they *did* to a reflection on what it *meant*. A sample outline for reflection represents what has been successfully used to prompt students to look more deeply into their experience.

Journals: Sample Outline for Reflection

1. *Describe what you did at your Community Service-Learning Site today.*
   Today I worked with a small group of slow learners in reading readiness (vocabulary).
   Observation: John sat in his seat studying vocabulary for twenty minutes.
   Interpretation: John has a long attention span.

2. *Describe your reactions to what you did today.*
   I thought that I was successful in getting the children to go over our lessons.

3. *Describe the feedback you received from people you work with.*
   Ms. Smith, the teacher, told me today I was using good communication in talking with the children. I listened to them, showed them that I understood what they said and felt, and told each one of them how nice they were.
   Joyce said that some of the children we both worked with really enjoy the Elephant Word game. This is a game that I invented. That makes me feel really good.

4. *Describe your feelings and attitudes.*
   I think it's wrong for the teacher to yell at the kids for the whole class time.

5. *Describe what you learned.*
   I found that I have to use the progress sheet in my daily lessons or the kids don't say as much.

6. *Describe what you would have changed about today's activity.*
   I ignored Billy today when he spoke to me. It was the first time he had said anything to anyone in three days. Next time I will be more careful.

7. *Include any comments from your sharing meeting.*
   Mr. Jones suggested in one of our sharing meetings that I keep a record of 'the things that work' and 'the things that don't work.' I did that and found that I can see what I'm doing wrong.

Learning Narratives

The following is an example from a course entitled "HIV/AIDS and its Impact on Society," where several student service-learning narratives (vignettes) are used to develop the student's story as learner.

Vignette 1

Friday, February 17 was the first time I drove a person with HIV to the doctor's office. I have to admit I was pretty frightened to come in close personal contact with someone who is HIV positive. What would we talk about? Was it okay to talk about HIV and AIDS? Could I bring myself to touch him or treat him like a human being, rather than a twentieth-century leper?

I arrived at Ricki's house about fifteen minutes late. He stood at the edge of his driveway in a green jacket and using a cane, and I wondered if he needed the cane for some terrible disease that had set in as a result of the virus. I later found out he had been in numerous car accidents and needed to have his hip replaced.

He got in the car and immediately introduced himself. As we drove through the rundown neighborhood, Ricki made a point to wave and shout at everyone we drove past. At first our conversation seemed very superficial. We talked about traffic, school, the weather—you know, all the things you discuss when you have no idea what else to talk about. Then our conversation turned to more personal topics. I talked about religion, my family, etc., and Ricki filled me in on all the places he had traveled and all the drugs he had sold, smoked, shot, and snorted.

We arrived at the doctor's office, and rather than leave him there alone, I tagged along for moral support. We were stared at by everyone that walked by. I guess you couldn't put a stranger couple together—maybe Laurel and Hardy or the Odd Couple. But it was strange, I didn't feel like we were all that different. Sure, we were from different social classes, races, and generations, but we learned a lot from one another in that car ride.

Ricki is still optimistic about living and plans on having a future. He still gets depressed at times, but he said that if he stops living the way he always has, he might as well be dead anyway .... we planned his next doctor's appointment at a time that was convenient for both of us. I hope my other volunteer experiences go as well as this one has.

Vignette 2

Yesterday was my second time driving an HIV infected individual for Northern Virginia AIDS Ministries. Needless to say, this experience was not quite as fulfilling as the first one.

I arrived at a hotel to pick my passenger up. The hotel looked like a place where prostitution and drug use runs rampant. I knocked on the door to room #11. After waiting a couple of seconds, a man, or should I say what was left of a man, greeted me at the door. He weighed no more than 100 lbs, could barely walk, and resembled the children seen on the UNICEF commercials. He invited me in while he finished getting ready. I admit that I was reluctant to enter the room, so I left the door open.... He told me that he had acquired the AIDS virus while in jail. He said that there was nothing he could do while the man held a large knife to his throat. No matter how much education I have received about the virus, the presence of bodily fluids about me still makes me uneasy.

I am not planning on giving up on this project, but I hope that the rest of my encounters are less frightening. As he got out of my car, he called me an angel and said, "God bless you. The best thing would be if He just took me right now." Even though he called me an angel, that is the last thing I felt like.

Vignette 3

I drove Larry this week. He was an older man, I'd say in his mid-forties. He lived with his partner who too had AIDS but was still able to drive. Larry was on morphine drip when I picked him up. It was weird. I'd never seen that before. He said it would go off every six minutes if he wanted it to—and sometimes he did. It must be so hard to be in that much pain at times. He didn't talk much, so I just told him about me and what I was doing. At the office, where the doctors are Infectious Disease Specialists, I found out that many PWA's [Persons with AIDS] go there. I guess I'd never realized that so many different doctors would be needed. But with so many different opportunistic infections, I guess you'd need to have them.... I took him home. He was pretty out of it so, again, not much talk. He replied that he did [need a ride], next week....

Vignette 4

Larry called this afternoon to ask if I could take him to his partner's father's house. I was slammed with work but had trouble saying no. So I finished what I was doing and headed out. Larry was much perkier today and had more to say. It was nice conversation; he is a very intelligent person.... So we talked. He told me he owned his house with his partner, and they took care of his partner's father who had a broken hip. He told me that he takes care of all the financial worries and had some great investment ideas. The trip was short but interesting. I hope to hear from him sometime.

Story as a Learner

Service-learning has helped me understand, in a more in-depth manner, what happens to PWA's throughout the process of the virus. I truly believe in learning by doing. It enhances what I have learned by helping others to understand more thoroughly. I was able to use what I learned in class to help educate people, including ones who were ignorant. I also was able to use my knowledge to inform people as to what they need to do if they thought they might be infected, or if they just had a question to be answered.

This made me feel really good about myself. I found that at first I was insecure and naive about all the facts and didn't know that I could break from the stereotypic ideas I had. The ability to learn about AIDS/HIV in class from many different perspectives (medical, epidemiological, financial, economic, social, and legal) helped me understand the "Whole Person Response" of people infected with HIV. I feel that I best learn by combining an intellectual understanding with personal experience.

Compare your story as a learner to yourself last year before taking the course and having this experience.

I think about my uncle who died in 1992 and how he left his job for the disability checks. He wanted to continue working but didn't want to lose it all in the end. It is amazing how our society

takes advantage of a situation and makes it harder for those involved to be able to do anything.

My most memorable experience is that of Mr. Smith. He was such a spunky man with so much to live for (even knowing that he didn't have much longer). His T-cell count was 5, leading me to believe he wouldn't be around for too long. I think his positive attitude and carefree way of life jived with mine, and it made me open my eyes to see that even with a fatal illness you have things to live for.

As for my personal attitude and opinion, much has changed. I think with a more open attitude and allow myself to see into their lives and not see things from mine. I would talk every night when I got home to my boyfriend about what I had learned, and we would discuss our feelings about different topics that surrounded AIDS. I think that I have opened his eyes more, too. I am surprised when I talk to my mother, who lived with a gay brother. She can be so closed-minded. She has a very negative attitude about gays and AIDS. I hope that I can educate her to be more open and accepting.

I think that what I have learned has enabled me to educate others and myself. My best friend is very sexually active and just moved out to San Francisco. I wanted to make sure she would take the necessary precautions before having sex and know how life-altering AIDS is. I wasn't sure how to approach her, but we started talking about sex one day, and I began to open up. She was impressed with my knowledge and told me she gained a lot of insight from our discussion. I hope that I made an impact in her life because she is one person I would not want to lose to AIDS: AIDS is such a terrifying disease, and I know I will see many more people close to me die from it, but if I can in any way save one life, it will be worth it.

Reading through the reflective essays and learning narratives, the faculty member begins the assessment process by identifying evidence that connects theory, practice, and experience. It is not acceptable for the student to simply write, "I learned a great deal about the health policies of this organization." The statement must be extended to include the ramifications of the policy on the people most affected. This extension may develop by going beyond the core experience to imagining or projecting the impact on individuals or communities and the writer's role.

Depending on the extent to which service-learning is integrated into the learning community, the number of reflective essays or learning narratives will vary. Each time a written reflection is assigned, prompt formative feedback is essential. It is not good practice to wait until the end of the semester or community experience to give students feedback. Faculty comments, advice, and insights can encourage students to more deeply reflect on the experience

No matter which reflective method students use (reflective essays/learning narratives and story as learning), what is important for assessment is attention to and evidence in the writing of those three aforementioned foundational questions:

- How has the course content helped strengthen the understanding of the service-learning experience?
- How has the service-learning experience affected the students' understanding of the course content?
- How has the student demonstrated through reflection on their service-learning the ability to integrate theory and practice?

same standards. We all share a responsibility for teaching our students to speak in public and to communicate orally."

Table 4-3: A four-level analytic rubric to guide and assess oral presentations.

Analytic Rubric for Oral Presentation

5 Ideas and Content	5 Organization	5 Language	5 Delivery
• purpose and main ideas are clear and focused • strong, supporting details contribute to audience understanding • highly successful attempt to adapt content and details to audience and purpose	• highly effective introduction brings audience to topic • clear organizational structure enhances audience understanding of purpose and message • a well-designed conclusion matches content and purpose of speech	• precise, descriptive language makes a strong impact • figurative or creative language evokes clear images and an appropriate emotional response from audience • grammar and usage almost entirely correct	• effective eye contact supports audience involvement • effective variations in rate, volume, tone, and voice inflection are appropriate to audience and purpose • fluent delivery
4 Ideas and Content	4 Organization	4 Language	4 Delivery
• purpose and main ideas are clear • supporting details are relevant but may not be consistently strong • successful attempt to adapt content and details to audience and purpose	• effective introduction brings audience to topic • clear organizational structure is relatively easy to follow • planned conclusion may lack subtlety but still matches content and purpose of speech	• words that work but do not create a strong impact • attempts at colorful language occasionally evoke an appropriate emotional response from audience, but may seem awkward or overdone • grammar and usage are usually correct	• eye contact present but may not be made consistently with all members of audience • effective rate, volume, tone and voice inflection are appropriate to audience and purpose • generally fluent delivery
3 Ideas and Content	3 Organization	3 Language	3 Delivery
• identifiable main idea and purpose may be unfocused • supporting details are often limited, overly general, or slightly off-topic • an attempt to adapt content and details to audience and purpose	• introduction either underdeveloped or awkward • organizational structure occasionally unclear • conclusion underdeveloped, obvious, or fails to match content and purpose of speech	• words rarely hold audience interest; occasional mundane expressions or clichés • attempts at colorful language are awkward or forced • distracting lapses in grammar or usage	• minimal eye contact with audience, some reading of content • some rate or volume inadequacies; little variation in tone and voice inflection • somewhat halting delivery with frequent space fillers such as "um", "like", "you know", "whatever"
2 Ideas and Content	2 Organization	2 Language	2 Delivery
• main ideas or purpose unclear • too little supporting detail or too much irrelevant, inaccurate, or redundant material • minimal or unsuccessful attempts to take audience or purpose into account	• introduction extremely underdeveloped or missing • limited organizational structure is confusing • conclusion extremely underdeveloped or missing	• words are flat or vague; colorful language is exaggerated and forced • frequent errors in grammar and usage interfere with meaning	• little or no eye contact; speaker reads content • rate is too fast or slow; volume is too loud or soft; monotone or highly erratic voice inflection • halting delivery with frequent distracting fillers such as "um", "like", "you know", "whatever"

performance on a scale of 1– 4 at the end of each day (anchor task; see **Table 4-4**).

- *Daily journals:* Each day at the end of their field work and in each of their academic classes, students write a journal entry in which they reflect on the tasks they have undertaken, obstacles encountered, and accomplishments achieved. Emphasis is on relation to content (anchor task).
- *Journal summaries:* At the conclusion of each three-week session, students submit a five-paragraph summary that synthesizes their favorite daily journal entries from math, science, English, history, and team lab (anchor task).

Every three weeks, students meet in conference with their teachers to discuss and review fieldwork, daily journals, and journal summaries. Individual scores and grades are determined in each category.

Students plant perennials around greenhouse.

Table 4-4: Fieldwork Rubric for Performance-Based Assessment

<table>
<tr><th colspan="6">Fieldwork Rubric</th></tr>
<tr><th>Evaluation Elements</th><th>4</th><th>3</th><th>2</th><th>1</th><th>0</th></tr>
<tr><td>Time on task (3)</td><td>90 – 100%</td><td>80 – 89%</td><td>70 – 79%</td><td>60 – 69%</td><td>Less than 60%</td></tr>
<tr><td>Positive Impact (2)</td><td>Makes strong, positive impact</td><td>Makes positive impact</td><td>Makes modest impact</td><td>Has no impact</td><td>Makes negative impact</td></tr>
<tr><td>Self-discipline (2)</td><td>Always demonstrates self-discipline</td><td>Consistently displays self-discipline</td><td>Generally displays self-discipline</td><td>Seldom displays self-discipline</td><td>Never displays self-discipline</td></tr>
<tr><td>Directions (1)</td><td>Always listens to and understands directions</td><td>Consistently listens to and understands directions</td><td>Generally listens to and understands directions</td><td>Seldom listens to and understands directions</td><td>Never listens to and understands directions</td></tr>
<tr><td>Language (1)</td><td>Always uses appropriate language</td><td>Consistently uses appropriate language</td><td>Occasionally uses appropriate language by accident</td><td>Sometimes uses inappropriate language</td><td>Deliberately uses inappropriate language</td></tr>
<tr><td>Tools & Equipment</td><td>Always takes responsibility for use and care of tools and equipment</td><td>Consistently takes responsibility for use and care of tools and equipment</td><td>Generally takes responsibility for use and care of tools and equipment</td><td>Seldom takes responsibility for use and care of tools and equipment</td><td>Never takes responsibility for use and care of tools and equipment</td></tr>
</table>

At the end of the second semester, students construct a portfolio using artifacts from their fieldwork and their academic classes, such as interviews, notes, tests, essays, research papers, sketches, labs, and journals. Students then present their portfolios individually in an exit performance to a panel of school and community members. The 45-minute interview is carefully structured: 5 minutes for students to introduce their portfolios, 15 minutes for students to present their best work in each subject area, 10 minutes for students to reflect on their growth as a learner, 5 minutes for students to describe their most positive experience from the last year, and 10 minutes for panelists to ask

questions of students. Panelists score exit interviews using a rubric with three levels (**Figure 4-4**). Each panel includes three people from the school or community — staff, faculty, parents, business leaders, state representatives, even the mayor. Through a series of open response questions, students are also given an opportunity to provide feedback on the process.

Three-Level Scoring Rubric for Exit Interview

Student _____ Date __00/00/00__

Title/Topic Exit Performance _____

Class Sophomore Team _____

Teacher _____ Grade _____

Prompt Please highlight the description which best matches the student's performance in each category.

Standard

Performance Element	Level 3	Level 2	Level 1
Content	The student clearly defines each topic and thoroughly explains what knowledge has been acquired.	The student clearly defines each topic and adequately explains what knowledge has been acquired.	The student generally defines each topic and partially explains what knowledge has been acquired.
Skills	The student thoroughly demonstrates the skills that have been mastered.	The student adequately demonstrates the skills that have been mastered.	The student partially demonstrates the skills that have been mastered.
Growth as a Learner	The student thoroughly demonstrates how she/he has grown as a learner.	The student adequately demonstrates how she/he has grown as a learner.	The student partially demonstrates how she/he has grown as a learner.
Composure	The student displays confidence and poise.	The student displays adequate composure.	The student displays a lack of composure.
Verbal Delivery	The student's speech is loud and clear.	The student's speech is understandable.	The student's speech is partially understandable.
Eye Contact	The student consistently makes eye contact.	The student frequently makes eye contact.	The student seldom makes eye contact.
Response to Interview	The student responds to interview questions thoroughly and demonstrates a high level of comprehension.	The student responds to interview questions adequately and demonstrates a competent level of comprehension.	The student responds to interview questions partially and demonstrates a low level of comprehension.

For Teacher Use Only:

Content/Skills Average Score: _____ X 4 = _____

Growth as a Learner Score: _____ X 3 = _____

Presentation Average Score: _____ X 1 = _____

Response to Interview Score _____ X 2 = _____

Total Score: _____ = _____

(Strategic Learning Technologies, Inc. 1996-1997)

Figure 4-4: *Three-level scoring rubric for exit interview in ELF Woods project.*

Appendix 4A:
Four Rubrics for Assessing Project-Based Learning

Table 4-6: Research Rubric

Criteria	0 No Demonstration	1 Attempted Demonstration	2 Partial Demonstration	3 Proficient Demonstration	4 Sophisticated Demonstration
Identification of Problem	No attempt to identify a problem	Poses a question for inquiry	Formulates a question with a plan for inquiry that identifies skills, knowledge, people, tools or other resources associated with the solution	Formulates a question with a plan for inquiry that details the skills, knowledge, people, tools and other resources from one disciplinary perspective needed to answer that question	Formulates a compelling question with a plan for inquiry that details the skills, knowledge, people, tools and other resources from two or more disciplinary perspectives needed to answer that question
Variety of Sources	No attempt to collect data	Collects qualitative or quantitative information from primary or secondary sources	Uses technology to identify and collect qualitative or quantitative information from primary and secondary sources	Uses technology to identify and collect qualitative and quantitative information from a variety of primary and secondary sources, e.g., print, archival, observation, survey, and/or interview	Uses technology to identify and collect qualitative and quantitative information across a variety of disciplines from a variety of primary and secondary sources, e.g., print, archival, observation, survey, and/or interview
Data Collection	No attempt to record data	Records and/or references observations, concepts, or details from primary or secondary sources	Records, interprets, and/or references relevant observations, concepts and details from primary and secondary sources	Applies standards to properly record, interpret, and reference relevant observations, concepts and details from primary and secondary sources	Consistently applies standards to properly record, interpret, and reference relevant observations, concepts and details from primary and secondary sources across a variety of disciplines
Validity of Data	No attempt to evaluate data	Information is recognized as fact, opinion, or generalization	Information is current and recognized as fact, opinion or generalization	Information is current and accurate and differentiated by fact, bias, opinion or generalization	Information across a variety of disciplines is current and accurate and differentiated by fact, bias, opinion or generalization
Representing Data	No attempt to represent data	Data is represented in written or graphic form	Data is represented in written or graphic form using appropriate technical terms	Data is summarized in written and graphic form using technical terms appropriate to the field of study	Data across a variety of disciplines is synthesized in written and graphic form using technical terms appropriate to the fields of study

Table 4-7: Communication Rubric

Criteria	0 No Demonstration	1 Attempted Demonstration	2 Partial Demonstration	3 Proficient Demonstration	4 Sophisticated Demonstration
Purpose	No product	Unclear purpose or main idea	Communicates an identifiable purpose and/or main idea for an audience	Achieves a clear and distinct purpose for a targeted audience and communicates main ideas with effectively uses techniques to introduce and represent ideas and insights	Achieves a clear and distinct purpose for a targeted audience and communicates main ideas using a variety of techniques to introduce and represent ideas and insights
Organiza-tion	No product	Organization is unclear; intro-duction, body, and/or con-clusion are underdeveloped, missing or confusing	Organization is occasionally unclear; intro-duction, body or conclusion may be underdeveloped	Organization is clear and easy to follow; introduction, body and conclusion are defined and aligned with purpose	A clear organizational structure enhances audience understanding; introduction, body and conclusion are well defined, effective, and aligned with purpose
Language Mechanics and Usage	No product	Limited variety of sentence structures and lengths; significant errors in grammar, word usage, spelling, capitalization, punctuation, and/or pronunciation	Limited variety of sentence structures and lengths or significant errors in grammar, word usage, spelling, capitalization, punctuation, and/or pronunciation	Variety of sentence structures and lengths and no significant errors in word usage, grammar, spelling, capitalization, punctuation and/or pronunciation	Engaging variety of sentence structures and lengths ; word usage, grammar, spelling, capitalization, punctuation and pronunciation almost or entirely correct
Detail	No product	Supporting details and/or visuals are missing, irrelevant, inaccurate, or inappropriate	Supporting details and/or visuals are relevant but limited, overly general, or inconsistently provided	Relevant use of supporting details; e.g., analogies, comparisons, examples, descriptions, AND/OR visuals; e.g., symbols, diagrams, graphs, tables, maps, models	Uses a variety of clear, pleasing, and relevant supporting details or visuals that contribute to the audience's understanding
Voice	No product	Some use of descriptive language and wording that may appear mundane, forced, or awkward	Use of descriptive language or wording to communicate a personal style	Effective use of descriptive language and transitional devices to express a personal style with a discernable voice and to enhance and connect ideas	Consistent and effective use of descriptive language and transitional devices that move, engage, or teach the audience

Table 4-8: Reasoning Rubric

Criteria	0 No Demonstration	1 Attempted Demonstration	2 Partial Demonstration	3 Proficient Demonstration	4 Sophisticated Demonstration
Verify and evaluate Information	Makes no attempt to evaluate resources or data	Attempts to evaluate some resources but draws no reasonable conclusions	Evaluates some resources and data OR evaluates data and resources but draws incomplete or inaccurate conclusions	Evaluates resources and data accurately, considering credibility of sources, verification of findings, and reasonableness	Evaluates and verifies resources and data by generating original data to compare with others' findings OR by locating additional primary sources
Draw conclusions and make appropriate applications	Makes no attempt to draw conclusions or make appropriate applications	Attempts to draw conclusions from research or data analysis but they are inaccurate or irrelevant to the project	Draws some conclusions that are accurate or relevant to the project and/or uses some of the information appropriately in planning and carrying out activities	Draws accurate conclusions that are relevant to the project from research or data analysis AND uses the information appropriately in planning and carrying out activities	Draws accurate, relevant conclusions from research or data analysis and applies them in an insightful or sophisticated way in planning and carrying out activities
Justify and support decisions, strategies, findings, and solutions	No explanation or justification of decisions, strategies, findings, and/or solutions	Explanation used to justify and explain decisions, strategies, findings, and/or solutions is not relevant to the project	Explanation used to justify and explain decisions, strategies, findings, and/or solutions is not connected to information gathered while completing the project OR is incomplete	Explanation used to justify and explain decisions, strategies, findings, and/or solutions is complete and is supported by evidence gathered while completing the project	Explanation used to justify and explain decisions, strategies, findings, and/or solutions is complete and is supported by evidence gathered while completing the project AND includes relevant information from the student's experience beyond the requirements of the project

Table 4-9: Personal, Social and Civic Responsibility Rubric

Criteria	0 No Demonstration	1 Attempted Demonstration	2 Partial Demonstration	3 Proficient Demonstration	4 Sophisticated Demonstration
Personal	Unaware of responsible personal behavior	Recognizes responsible personal behavior but is unable to explain its importance in a physical activity setting	Able to explain responsible personal behavior but is unable to demonstrate it consistently in a physical activity setting	Able to explain and demonstrate responsible personal behavior in a physical activity setting, including safe and appropriate etiquette and conduct	Able to explain the importance and impact of responsible personal behavior in society
Social	Unable to recognize a competent leader and/or group mentor	Recognizes a competent leader and/or group member, but is unable to identify the skills necessary to function as one	Able to identify the leadership and membership skills necessary to function as a member of a team in a school, family, or community setting and the causes of conflict within these settings	Able to describe and demonstrate the leadership and membership skills necessary to function as a member of a team in a school, family, or community setting and to use strategies to prevent or solve conflict within these settings	Consistently acts as a leader and as a productive group member in a variety of school, family, and/or community settings and incorporates conflict prevention or resolution skills into daily experiences
Civic	Unable to identify a public policy issue in our democracy	Able to identify a public policy issue in our democracy	Able to identify and describe a public policy issue in our democracy	Able to identify and evaluate a public policy issue in our democracy and to explain the importance of active, informed attentive citizen participation in addressing that issue	Actively participates in solving a civic problem and articulates the impact of his/her actions on public policy and constitutional democracy

Rubrics

Well-defined criteria used to score items such as portfolios are often
called *rubrics*. A scoring rubric includes a fixed scale and a list of
characteristics describing performance for each of the points on the
scale. By using these scoring rubrics to describe individual
student's levels of performance, important information on what the
student knows and can do are assessed.

Before beginning to score the item or activity, you must consider
what characteristics of the students' performance are essential in
reaching the goal(s) and make a list of these characteristics. After
the characteristics are listed, the item or activity is evaluated
according to the predetermined standards. Rubrics can be
developed or modified to fit your individual needs. The primary
function of rubrics is to provide well-defined criteria for scoring
items or performances. Included are several types of rubrics that
can be used or modified to fit your needs.

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Example:

General Rubrics

Demonstrated Competence

Excellent Response   Rating = 5
Gives a complete response with a clear, coherent, unambiguous explanation; can include clear and simple diagrams or charts; communicates effectively to the identified audience; shows understanding of the situation, project, or task; identifies all the important elements of the situation, project, or task; can include examples and non examples; presents strong supporting arguments or reasoning for statements and opinions .

Competent Response Rating = 4
Provides a generally complete response with reasonably clear and coherent explanations; may include diagrams or charts; communicates effectively to identified audience; shows understanding of the situation, project, or task; identifies the most important elements of the situation, project, or task; presents solid supporting arguments or reasoning for statements and opinions.

Satisfactory Response

Satisfactory Response Rating = 3
Responds satisfactorily, but the explanation may be lacking elements that lead to complete understanding; some information may be missing; diagrams or charts may be somewhat unclear or incomplete; shows basic understanding of the situation, project, or task; identifies some elements of the situation, project, or task; provides some supporting arguments or reasoning for statements or opinions.

Unsatisfactory Response

Begins Response, but is Unable to Complete   Rating = 2
Begins a response, providing some information, but is unable to remain on topic; may provide extraneous information; diagrams or charts are unclear; shows limited understanding of the situation, project, or task; identifies few (if any) elements of the situation, project, or task; does not provide supporting arguments or reasoning for statements or opinions.

Unable to Begin Response Effectively Rating = 1
Is unable to provide any relevant information; does not show any understanding of the situation, project, or task; unable to correctly identify any elements of the situation, project, or task.

No Attempt   Rating = 0

Example:

This rubric may be used to evaluate your students' portfolios. On the next page is a scoring form for listing your students' scores and making comments.

Portfolio Rubrics

4   More than adequate response. Complete and thorough.
It is focused and unified. Any defects are minor.

3   Adequate response. Ready for needed revisions.
Revisions possible with written feedback. May lack a
smooth flow.

2   Less than adequate response. Partial success. Part of
portfolio is accomplished, but parts are missing.
Student needs more instruction.

1   Very inadequate response. Engaged task with little
success. Unfocused. Lacks unity.

0   No response or completely off task.

Portfolio Scores

Student Name	Score	Portfolio Description/Comments

Example:

Portfolio Scores

Student Name	Score	Portfolio Description/Comments
Sandra McKenzie	3	Adequate portfolio. Has most of all required materials.
Juan Carlos Mendozes	4	Excellent portfolio. High quality All requirements met.
Jane Winters	2	Many items missing, disjointed. Needs further instruction.
Kevin Ziest	1	Few items included, poor quality. Little effort shown.

Example:

This is a performance rubric that may be used to evaluate your students' performance on specific tasks/activities. On the next page is a scoring form for listing your students' scores and making comments.

Participation Rubrics

4   Shows initiative. Follows verbal and written directions independently. Works cooperatively with others.

3   Lacks initiative. Follows verbal and written directions independently. Works cooperatively with others.

2   Does not work independently. Works cooperatively with others.

1   Does not begin tasks without prompting. Does not work independently. Does not work cooperatively with others. Progress must be monitored.

Participation Scores

Student Name	Score	Participation Description/Comments

Example:

Participation Scores

Student Name	Score	Performance Description/Comments
Keyon Smith	2	Must be prompted to work. Works well in groups.
Sally Jones	4	Excellent leadership skills. Shows initiative.
James Knapp	1	Disruptive to group. must be supervised at all times.
Tim Munger	3	Does not initiate tasks. Works cooperatively.

RUBRIC TO ASSESS SERVICE LEARNING REFLECTION PAPERS
Developed by Hawai'i Campus Compact

AWARENESS OF PURPOSE OF SERVICE

NOVICE	APPRENTICE	PROFICIENT	DISTINGUISHED
Student demonstrates limited awareness of the purpose of obtaining SL credit.	Student expresses awareness of issues pertaining to one-on-one connection on the project but these are not applied.	Student expresses empathy and awareness of personal role in the solution and makes a connection to the bigger picture.	Student expresses and acts out personal role in solution.

APPLY THEORY TO SERVICE LEARNING

NOVICE	APPRENTICE	PROFICIENT	DISTINGUISHED
Student does not apply theory, or there is a limited, unclear connection of theory to service.	Student expresses some connection between theory and service.	Student develops a perspective based on both theory and service.	Student takes own perspective based on both theory and service and applies it beyond the curriculum.

RESPONSIBILITY TO COMMUNITY

NOVICE	APPRENTICE	PROFICIENT	DISTINGUISHED
Student demonstrates a limited awareness of personal responsibility to community.	Student expresses insight into community issues pertinent to the service project and integrates a personal sense of responsibility to participating in a solution but does not apply that knowledge.	Student acknowledges a responsibility to community regarding issues pertinent to the service and expresses a commitment to working towards specific solution(s).	Student acknowledges a responsibility to community regarding issues pertinent to the service and expresses a commitment to working towards a specific solutions. In addition, student gets others involved.

IMPACT ON STUDENT'S PERSONAL LIFE

NOVICE	APPRENTICE	PROFICIENT	DISTINGUISHED
Student expresses very limited or no connection between service and self.	Student expresses a connection between service and self. (For example, "I feel good about having done this good deed.")	Student expresses how she/he could change as a result of the service.	Student expresses change(s) in self because of the service.

CRITICAL THINKING

NOVICE	APPRENTICE	PROFICIENT	DISTINGUISHED
Student accepts things at face value, as if all opinions were created equal. Opinions are stated without argument.	Student begins to ask questions and tries to see different perspectives.	Student begins to argue for conclusions based on evidence but arguments remain concrete.	Student expresses abstract level of responding: requires objective evidence, demonstrates awareness of different perspectives, and weighs evidence to successfully argue for a conclusion/opinion.