

Service-Learning Reflection Rubric rating sheet (Spring 2012)

Statement	4	3	2	1	0
Learning Describe key concepts from your coursework that have helped you do your service. Describe experiences during your service that have helped you understand the course material.	Skillfully conveys perspectives from the course (and other courses, if applicable) and the community partner site with respect to an audience.	Adequately conveys perspectives from the course (and other courses, if applicable) and the community partner site with some respect to an audience.	Conveys ideas and facts from the course (and other courses, if applicable) and the community partner site that may be related but doesn't explicitly explain their relationship. Demonstrates minimal attention to an audience.	Conveys ideas and facts from the course and community partner site that don't seem to be related. Demonstrates little attention to an audience.	Does not meet level one performance.
Statement of Problem Identify the societal problem you have helped to address through your service. Describe how you have helped.	Skillfully explains the problem(s), his/her intervention, his/her process learned from the course and community partner site (decisions, thinking, info literacy, reasoning), and the positive effects of that intervention.	Adequately explains the problem(s), his/her intervention, his/her process learned from the course and community partner site (decisions, thinking, info literacy, reasoning), and the positive effects of that intervention.	Explains most of these: the problem(s), his/her intervention, his/her process learned from the course and community partner site (decisions, thinking, info literacy, reasoning), and the positive effects of that intervention.	Explains some of these: the problem(s), his/her intervention, his/her process learned from the course and community partner site (decisions, thinking, info literacy, reasoning), and the positive effects of that intervention.	Does not meet level one performance.
Change Describe how your experiences have changed your view about the community you helped.	Skillfully explains changes in thinking about the community, its problems, and the solutions to those problems as a result of the service-learning experience (and other related experiences).	Adequately explains changes in thinking about the community, its problems, and the solutions to those problems as a result of the service-learning experience (and other related experiences).	Explains changes in thinking about most of these: the community, its problems, and the solutions to those problems as a result of the service-learning experience (and other related experiences).	Explains changes in thinking about some of these: its problems, and the solutions to those problems as a result of the service-learning experience (and other related experiences).	Does not meet level one performance.
Goals Discuss personal, academic or career goals that you have achieved through your service. Describe how this experience has shaped your personal, academic or career goals. Describe your plan for future community engagement.	Skillfully explains what personal, academic or career goals were accomplished, how the student was changed, and what future service the student plans as a result of the service-learning experience.	Adequately explains what personal, academic or career goals were accomplished, how the student was changed, and what future service the student plans as a result of the service-learning experience.	Explains most of these: personal, academic or career goals that were accomplished, how the student was changed, and what future service the student plans as a result of the service-learning experience.	Explains some of these: personal, academic or career goals that were accomplished, how the student was changed, and what future service the student plans as a result of the service-learning experience.	Does not meet level one performance.

Developed with guidance from AAC&U Value Rubrics by Francisco Acoba, Assistant Professor, English, Service-Learning Faculty Coordinator, in collaboration with Kristine Korey-Smith, Assistant Professor, Developmental Education, and Coordinator, Faculty Senate's Learning Outcomes Assessment Committee, and other engaged faculty at Kapi'olani Community College, University of Hawai'i.