***Scoring Rubric:***

Assessment of Service-Learning GE Courses

This scoring rubric is designed to help instructors and members of relevant committees assess how well students are meeting the ELOs as reflected in end-of-course reflection assignments. Students are not expected to have acquired all the knowledge, skills, and attitudes/perspectives listed under the various ELOs in order to complete the assignment satisfactorily. At a minimum, students are expected to meet Milestone 2.

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|  | Capstone  (4) | Milestone  (3) | Milestone  (2) | Benchmark  (1) |
| **(ELO1)**  **Students make connections between concepts and skills learned in an academic setting and community-based work** | Connects, analyzes, and extends knowledge (facts, theories, etc.) from course content to service-learning activity. | Connects and analyzes knowledge (facts, theories, etc.) from course content to service-learning activity. | Begins to connect knowledge (facts, theories, etc.) from course content to service-learning activity. | Expresses a limited, unclear connection of course content to service-learning activity. |
| **(ELO2)**  **Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.** | Articulates a thorough and complex understanding of the issues, resources, assets, and cultures of the community in which he/she is working. | Identifies and clearly understands the issues, resources, assets, and cultures of the community in which he/she is working. | Identifies the issues, resources, assets, and cultures of the community in which he/she is working. | Shows minimal awareness of the issues, resources, assets and cultures of the community in which he/she is working. |
| **(ELO3)**  **Students evaluate the impacts of the service-learning activity.** | Thoroughly evaluates the impacts of the service-learning experience on himself /herself, the organization, and also considers the long term impact of the work on the community. | Evaluates the impacts of the service-learning experience on himself /herself and the contributions that he/she made to the goals and aims of the organization. | Evaluates the impacts of the service-learning experience on himself /herself. | Minimally evaluates the impacts of the service-learning experience. |