

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.

