## Appendix L: Service-Learning Project Reflection - Evaluation Rubric

**Student Name:**
**Service-Learning Project:**

| Element | Mastery | Proficient | Developing | Beginning |
|---|---|---|---|---|
| **Civic Knowledge** | • Demonstrates understanding of the community problem and its connection to local/state/national government.<br>• Community need and its relevance are clearly identified and focused upon throughout the project<br>• Recognized need identified through research or a needs assessment (methods could include asset mapping, surveying, interviewing)<br>• Reflection includes a description of the service- learning experience | • Demonstrates understanding of the community problem and its connection to local/state/national government.<br>• Community need and its relevance are identified at the beginning of the project<br>• Recognized need identified through research (methods could include asset mapping or surveying)<br>• Reflection includes a description of the service-learning experience | • Limited understanding of the community problem<br>• Need identified but its relevance to community is not explored in depth<br>• Reflection includes a description of the service-learning experience | • No need identified<br>• Incomplete description of the service- learning experience |
| **Reflection** | • Reflection completed throughout the project addresses need, project impact, and personal and academic growth. Reflection addresses challenges faced and successes of the project<br>• Reflection includes multiple artifacts (i.e., photographs, video recordings) that document the experience | • Reflection completed periodically (i.e., pre and post) addresses need, impact<br>• Reflection addresses challenges or successes<br>• Reflection includes some artifacts (i.e., photographs, video recordings) that document the experience | • Post-project reflection completed<br>• Reflection addresses challenges<br>• Reflection includes one artifact that documents the experience | • No reflection evident |
| **Hours Requirement** | • Met NYSED requirement by completing 25 hours of service | • Met NYSED requirement by completing 25 hours of service | • Did not meet NYSED requirements by completing less than 25 hours of service | • Did not meet NYSED requirements by completing less than 25 hours of service |

| Element | Mastery | Proficient | Developing | Beginning |
|---|---|---|---|---|
| **Civic Skills and Actions** | • Demonstrates understanding of the opportunities for individual participation in society<br>• Demonstrates engagement in working toward the public good<br>• Demonstrates exemplary communication and collaboration skills | • Demonstrates understanding of the opportunities for individual participation in society<br>• Demonstrates engagement in working toward the public good<br>• Demonstrates communication and collaboration skills | • Describes limited understanding of the opportunities for individual participation in society<br>• Describes limited engagement in working toward the public good<br>• Demonstrates limited communication and collaboration skills | • Describes limited understanding of the opportunities for individual participation in society<br>• Describes limited engagement in working toward the public good<br>• Demonstrates limited communication and collaboration skills |
| **Civic Mindset** | • Demonstrates empathy, compassion, and respect for the views of people with other opinions and perspectives<br>• Demonstrates the sense of self as an active participant in society, willing to contribute to solving local problems. | • Demonstrates empathy, compassion, and respect for the views of people with other opinions and perspectives<br>• Demonstrates the sense of self as an active participant in society, willing to contribute to solving local problems. | • Describes empathy or compassion for the views of people with other opinions and perspectives | • Describes empathy or compassion for the views of people with other opinions and perspectives |
| **Essay/ Presentation** | • Consistently establishes and maintains a formal style and appropriate tone while attending to the norms and conventions of purpose, and audience for the essay/presentation<br>• Consistently makes strategic use of digital media and/or visual displays in essay/presentation to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience | • Establishes a formal style and appropriate tone while attending to the norms and conventions of purpose, and audience for the essay/presentation<br>• Makes strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience | • Has difficulty establishing or maintaining a formal style and appropriate tone while attending to the norms and conventions of purpose, and audience for the essay/presentation<br>• Digital media and/or visual displays are included in the essay/presentation but they may not enhance understanding of findings, reasoning, and evidence | • No formal style and appropriate tone<br>• Essay/presentation is not engaging to the audience<br>• No digital media and/or visual displays are included |