

Final Paper Rubric

Criteria	4	3	2	1
Awareness of Purpose of Service-Learning	Student demonstrates awareness of purpose of SL as a means to become actively engaged in social responsibility & civic dialogue beyond course material, furthering their understanding of the rights & responsibilities of living in a democratic society.	Student expresses awareness of how SL is an intentional means to further understanding and awareness of core societal issues and become actively engaged but doesn't completely make connections beyond course material.	Student expresses awareness of how SL is integral to course and understanding of the relevance of their personal engagement.	Student demonstrates limited awareness of the purpose of service-learning in the course.
Application of Theory to Practice & Practice to Theory	Student develops <i>own</i> informed perspective based on both theory & service. Compelling evidence from both course materials & service appear often and develop the author's thesis well.	Student develops a perspective based on both theory & service. Appropriately detailed evidence and explanation appear in most paragraphs, although he/she may require more interpretation/detail and clearer connections.	Student expresses some connection but little interpretation or framing. Evidence and explanation appear in some paragraphs, but the evidence may be overly general or the explanation assumptive.	Student does not apply theory, or there is a limited, unclear connection of theory/ideas to service. Evidence and explanation do not appear, or they are random and unrelated to the thesis.
Critical Thinking	Student explicitly states how personal assumptions have changed, and how new connections regarding complexity of societal issues have emerged.	Student states and begins to question original personal assumptions based on theory & service. Begins to delve deeper into larger core issues but without making connections regarding complexity of societal issues.	Student asks questions and tries to see and respond from different perspectives using evidence/insights but original perspective has not been enhanced or expanded.	Student accepts ideas and observations at face value. Opinions are stated without argument or support. Fails to identify issues and stakeholders.
Thesis, Overall Structure, Content, Mechanics & Writing Style	Thesis provides writer's clearly defined purpose. Structure and content present a clear sense of beginning, middle, and end. Transitions distinctive and clear. Grammar , spelling, mechanics, and punctuation are practically flawless. Sources are cited expertly, using the appropriate style.	Thesis describes writer's purpose but lacks depth of detail. Structure and content present a clear sense of beginning, middle, and end. Transitions generally connect but may be unclear. Grammar , spelling, mechanics, and punctuation are practically flawless, and if errors occur, they do not confuse meaning. Sources are cited appropriately.	Thesis makes a point, but unconnected to purpose. Structure and content present an imperfect sense of beginning, middle, and end. Transitions awkward. Grammar , spelling, mechanics, and punctuation contain regular, patterned errors, suggesting poor proof reading or under-developed writing skills. Sources are not cited consistently	No thesis statement. Structure and content present an incoherent sense of beginning, middle, and end. Transitions confusing if at all. Grammar , spelling, mechanics, and punctuation render the paper incoherent, suggesting poor proof reading and under-developed writing skills. Sources are not cited.

Assessment as Critical and Creative Engagement: A Service-Learning Model for Meaningful Growth of Pedagogy and Program

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