

1. Rubric for assessing application of knowledge and skills to deal with complex issues in the service setting

Excellent (A+/A/A-)	Good (B+/B/B-)	Satisfactory (C+/C/C-)	Pass (D+/D)	Fail (F)
<p>The student was able to:</p> <ul style="list-style-type: none"> ○ Connect and extend the knowledge and skills learned in class to plan and implement the service ○ Research into and make use of information from other resources beyond the subject ○ Create innovative methods or solutions to deal with issues and problems in the service-setting 	<p>The student was able to:</p> <ul style="list-style-type: none"> ○ Effectively plan and implement the service with correct and appropriate application of knowledge and skills learned in class ○ Create workable methods or solutions to deal with issues and problems in the service-setting 	<p>The student was able to:</p> <ul style="list-style-type: none"> ○ Plan and implement the service with largely correct and appropriate application of knowledge and skills learned in class 	<p>The student was able to:</p> <ul style="list-style-type: none"> ○ Contribute to the project with minimal application of knowledge and skills learned in class; or the knowledge and skills applied were mostly inappropriate or incorrect 	<p>The student <u>failed</u> to:</p> <ul style="list-style-type: none"> ○ Apply the knowledge or skills learned in class to plan or deliver the service

2. Rubric for assessing students' reflection of their roles and responsibilities as a professional and a responsible citizen

Excellent (A+/A/A-)	Good (B+/B/B-)	Satisfactory (C+/C/C-)	Pass (D+/D)	Fail (F)
<p>The student was able to:</p> <ul style="list-style-type: none"> ○ Show detailed, in-depth and insightful self-reflections after the service, providing strong evidence of growth (e.g. changes of attitudes), deep learning (e.g. insights), and mastery of skills ○ Show a very strong sense of responsibility to the community, and have concrete plans to continue his contributions to the community through actions ○ Connect the service and his personal/ professional life, and articulate how he could contribute more as a professional and as a responsible citizen in the future 	<p>The student was able to:</p> <ul style="list-style-type: none"> ○ Show detailed self-reflections after the service, providing evidence of growth (e.g. changes of attitudes), deep learning (e.g. insights), and mastery of skills ○ Show a strong sense of personal responsibility to the community ○ Connect the service and his personal / professional life, and articulate how he could contribute more as a professional and as a responsible citizen in the future 	<p>The student was able to:</p> <ul style="list-style-type: none"> ○ Show adequate self-reflections after the service, providing some evidence of growth (e.g. changes of attitudes), learning (e.g. insights), and mastery of skills ○ Show awareness of his personal responsibility to the community ○ Articulate the connection between the service and his/her personal/ professional life 	<p>The student was able to:</p> <ul style="list-style-type: none"> ○ Show limited self-reflections after the service, providing limited evidence of growth (e.g. changes of attitudes), learning (e.g. insights), and mastery of skills ○ Demonstrate limited awareness of personal responsibility to the community ○ Articulate a superficial connection between the service and his personal/ professional life 	<p>The student <u>failed</u> to:</p> <ul style="list-style-type: none"> ○ Show any self-reflections after the service, providing little/no evidence of growth (e.g. changes of attitudes), learning (e.g. insights), and mastery of skills ○ Demonstrate his awareness of personal responsibility to the community ○ Connect the service and his personal/ professional life

3. Rubric for assessing students' empathy for people in need

Excellent (A+/A/A-)	Good (B+/B/B-)	Satisfactory (C+/C/C-)	Pass (D+/D)	Fail (F)
<p>The student was able to:</p> <ul style="list-style-type: none"> ○ Demonstrate an in-depth awareness of the underlying needs and feelings of service users, and address them responsively and accurately ○ Take the perspectives of the service users in understanding their needs and situations ○ Respond to the needs of service users by showing intense care and concern ○ Maintain positive and but purposeful relationships with service users ○ Articulate the situations of service users and mobilize different resources to help 	<p>The student was able to:</p> <ul style="list-style-type: none"> ○ Demonstrate a high awareness of the needs and feelings of service users, and address them responsively and accurately ○ Take the perspectives of the service users in understanding their needs and situations ○ Respond to the needs of service users by showing care and concern ○ Maintain positive and purposeful relationships with service users 	<p>The student was able to:</p> <ul style="list-style-type: none"> ○ Demonstrate an awareness of the needs and feelings of service users ○ Make attempt to take the perspectives of the service users in understanding their needs and situations. ○ Acknowledge the factual content of the messages of the service users ○ Respond to the needs of service users by showing some care 	<p>The student was able to:</p> <ul style="list-style-type: none"> ○ Demonstrate little awareness of the service users, only with the instructions/ guidance of the others (instructor, team members etc.) ○ Make little attempt to take the perspectives of the service users in understanding their needs and situations ○ Communicate with the service users at a superficial level, may sometimes neglect the feelings and factual aspects of the messages of service users 	<p>The student <u>failed</u> to:</p> <ul style="list-style-type: none"> ○ Demonstrate any awareness or understanding of feelings and needs of service users ○ Take the perspectives of the service users in understanding their needs and situations ○ Communicate effectively with and respond to the needs of the service users (e.g. Students' responses are irrelevant, abrasive, thus hindering communication) ○ Make any attempt to care for the service users

4. Rubric for assessing students' understanding of the linkage between service-learning and the academic content of the subject

Excellent (A+/A/A-)	Good (B+/B/B-)	Satisfactory (C+/C/C-)	Pass (D+/D)	Fail (F)
<p>The student was able to:</p> <ul style="list-style-type: none"> Articulate rich, in-depth, insightful observations that connect the conceptual knowledge learnt in class to experiences from the service process Demonstrate an in-depth awareness of the underlying issues or needs of the service community and link them to the conceptual knowledge learned in class Extend his/her observations and experiences through researching into information from outside the academic subject and/or service experience 	<p>The student was able to:</p> <ul style="list-style-type: none"> Articulate in-depth observations that connect the conceptual knowledge learnt in class to experiences from the service process Demonstrate a high awareness of the underlying issues or needs of the service community and link them to the conceptual knowledge learned in class 	<p>The student was able to:</p> <ul style="list-style-type: none"> Adequately articulate observations that connect the conceptual knowledge learnt in class to experiences from the service process Demonstrate an awareness of the underlying issues or needs of the service community and link them to the conceptual knowledge learned in class 	<p>The student was able to:</p> <ul style="list-style-type: none"> Articulate few observations that connect the conceptual knowledge learnt in class to experiences from the service process Demonstrate little awareness of the underlying issues or needs of the service community and link them to the conceptual knowledge learned in class 	<p>The student <u>failed</u> to:</p> <ul style="list-style-type: none"> Articulate any observations that connect the conceptual knowledge learnt in class to experiences from the service process Demonstrate any awareness of the underlying issues or needs of the service community and link them to the conceptual knowledge learned in class

Sample compiled rubric

Subject code: _____ Subject title: _____ Date: _____

Student ID: _____ Student Name: _____ Assessed by: _____

Excellent (A+/A/A-)	Good (B+/B/B-)	Satisfactory (C+/C/C-)	Pass (D+/D)	Fail (F)
The student was able to:	The student was able to:	The student was able to:	The student was able to:	The student <u>failed</u> to:
1. Application of knowledge and skills to deal with complex issues in the service setting				
<ul style="list-style-type: none"> Connect and extend the knowledge and skills learned in class to plan and implement the service Research into and make use of information from other resources beyond the subject Create innovative methods or solutions to deal with issues and problems in the service-setting 	<ul style="list-style-type: none"> Effectively plan and implement the service with correct and appropriate application of knowledge and skills learned in class Create workable methods or solutions to deal with issues and problems in the service-setting 	<ul style="list-style-type: none"> Plan and implement the service with largely correct and appropriate application of knowledge and skills learned in class 	<ul style="list-style-type: none"> Contribute to the project with minimal application of knowledge and skills learned in class; or the knowledge and skills applied were mostly inappropriate or incorrect 	<ul style="list-style-type: none"> Apply the knowledge or skills learned in class to plan or deliver the service
2. Students' reflection on their roles and responsibilities				
<ul style="list-style-type: none"> Show detailed, in-depth and insightful self-reflections after the service, providing strong evidence of growth (e.g. changes of attitudes), deep learning (e.g. insights), and mastery of skills Show a very strong sense of responsibility to the community, and have concrete plans to continue his contributions to the community through actions Connect the service and his personal/ professional life, and articulate how he could contribute more as a professional and as a responsible citizen in the future 	<ul style="list-style-type: none"> Show detailed self-reflections after the service, providing evidence of growth (e.g. changes of attitudes), deep learning (e.g. insights), and mastery of skills Show a strong sense of personal responsibility to the community Connect the service and his personal / professional life, and articulate how he could contribute more as a professional and as a responsible citizen in the future 	<ul style="list-style-type: none"> Show adequate self-reflections after the service, providing some evidence of growth (e.g. changes of attitudes), learning (e.g. insights), and mastery of skills Show awareness of his personal responsibility to the community Articulate the connection between the service and his/her personal/ professional life 	<ul style="list-style-type: none"> Show limited self-reflections after the service, providing limited evidence of growth (e.g. changes of attitudes), learning (e.g. insights), and mastery of skills Demonstrate limited awareness of personal responsibility to the community Articulate a superficial connection between the service and his personal/ professional life 	<ul style="list-style-type: none"> Show any self-reflections after the service, providing little/no evidence of growth (e.g. changes of attitudes), learning (e.g. insights), and mastery of skills Demonstrate his awareness of personal responsibility to the community Connect the service and his personal/ professional life

3. Empathy for people in need and sense of social responsibility

<ul style="list-style-type: none"> ○ Demonstrate an in-depth awareness of the underlying needs and feelings of service users, and address them responsively and accurately ○ Take the perspectives of the service users in understanding their needs and situations ○ Respond to the needs of service users by showing intense care and concern ○ Maintain positive and but purposeful relationships with service users ○ Articulate the situations of service users and mobilize different resources to help 	<ul style="list-style-type: none"> ○ Demonstrate a high awareness of the needs and feelings of service users, and address them responsively and accurately ○ Take the perspectives of the service users in understanding their needs and situations ○ Respond to the needs of service users by showing care and concern ○ Maintain positive and purposeful relationships with service users 	<ul style="list-style-type: none"> ○ Demonstrate an awareness of the needs and feelings of service users ○ Make attempt to take the perspectives of the service users in understanding their needs and situations. ○ Acknowledge the factual content of the messages of the service users ○ Respond to the needs of service users by showing some care 	<ul style="list-style-type: none"> ○ Demonstrate little awareness of the service users, only with the instructions/ guidance of the others (instructor, team members etc.) ○ Make little attempt to take the perspectives of the service users in understanding their needs and situations ○ Communicate with the service users at a superficial level, may sometimes neglect the feelings and factual aspects of the messages of service users 	<ul style="list-style-type: none"> ○ Demonstrate any awareness or understanding of feelings and needs of service users ○ Take the perspectives of the service users in understanding their needs and situations ○ Communicate effectively with and respond to the needs of the service users (e.g. Students' responses are irrelevant, abrasive, thus hindering communication) ○ Make any attempt to care for the service users
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4. Students' understanding of the linkage between service-learning and the academic content of the subject

<ul style="list-style-type: none"> ○ Articulate rich, in-depth, insightful observations that connect the conceptual knowledge learnt in class to experiences from the service process ○ Demonstrate an in-depth awareness of the underlying issues or needs of the service community and link them to the conceptual knowledge learned in class ○ Extend his/her observations and experiences through researching into information from outside the academic subject and/or service experience 	<ul style="list-style-type: none"> ○ Articulate in-depth observations that connect the conceptual knowledge learnt in class to experiences from the service process ○ Demonstrate a high awareness of the underlying issues or needs of the service community and link them to the conceptual knowledge learned in class 	<ul style="list-style-type: none"> ○ Adequately articulate observations that connect the conceptual knowledge learnt in class to experiences from the service process ○ Demonstrate an awareness of the underlying issues or needs of the service community and link them to the conceptual knowledge learned in class 	<ul style="list-style-type: none"> ○ Articulate few observations that connect the conceptual knowledge learnt in class to experiences from the service process ○ Demonstrate little awareness of the underlying issues or needs of the service community and link them to the conceptual knowledge learned in class 	<ul style="list-style-type: none"> ○ Articulate any observations that connect the conceptual knowledge learnt in class to experiences from the service process ○ Demonstrate any awareness of the underlying issues or needs of the service community and link them to the conceptual knowledge learned in class
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5. Achievement of outcomes associated with the academic content of the subject

(teacher to list outcomes and levels in sections below)

○ First academic outcome achieved to <u>highest</u> level of expectation....	○ First academic outcome achieved to <u>above satisfactory</u> level	○ First academic outcome achieved to <u>satisfactory</u> level	○ First academic outcome achieved to <u>below satisfactory</u> level	○ Evidence of first academic outcome <u>missing or poor</u>
○ Second academic outcome.....	○	○	○	○
○ Third academic outcome.....	○	○	○	○

Comments to the student: _____

Overall Grade: _____