Sample Assessment Rubrics for Service-Learning (SL) Subjects/Projects in Secondary schools

a) A **criterion-referenced approach** was followed in developing the following sample assessment rubrics. In other words, the overall subject assessment is based on to the level of attainment or performance standard of the individual students with respect to <u>all</u> of the intended learning outcomes, rather than how well they perform relative to other students in the programme.

b) The following four common intended learning outcomes assess students' attainment of generic SL outcomes:

1. Apply the knowledge and skills learned in the classroom in the service setting
2. Reflect on their role and responsibilities as a socially responsible citizen
3. Demonstrate empathy for people in need and a strong sense of civic responsibility

You should also have learning outcomes that are associated with the academic topics linked to the SL project. For example, if your project requires students to exercise their Chinese writing skills to serve the community, you should have learning outcomes on composition and structure.

c) Given the wide diversity of academic subject content and service projects, it would be impracticable to develop and agree on a standard rubric. However, teachers should communicate clearly to their students the criteria and standard they will use to assess students' learning. A sample of assessment rubrics appropriate for assessing different aspects or outcomes of SL subjects are appended at the end of this paper for teachers' reference.

Appendices

1. Rubric for assessing application of knowledge and skills in the service setting
2. Rubric for assessing students' reflection on their roles and responsibilities
3. Rubric for assessing empathy for people in need and sense of social responsibility
4. Sample compiled rubric – putting the four rubrics together and providing space for subject teachers to add their own subject-specific ILOs

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Capacity Building Scheme for
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中學教師服務學習培訓計劃

Appendix 1:   Rubric for assessing application of knowledge and skills in the service setting

Excellent/outstanding (A+/A/A-)	Good (B+/B/B-)	Satisfactory (C+/C/C-)	Barely satisfactory (D+/D)	Inadequate (F)
The student was able to: o Connect and extend the knowledge and skills learned in class to plan and implement the service o Research into and make use of information from other resources beyond what was taught o Create innovative and workable methods or solutions to deal with issues and problems in the service-setting	The student was able to: o Effectively plan and implement the service with correct and appropriate application of knowledge and skills learned in class o Create workable methods or solutions to deal with issues and problems in the service-setting	The student was able to: o Plan and implement the service with largely correct and appropriate application of knowledge and skills learned in class	The student was able to: o 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	The student failed to: o Apply the knowledge or skills learned in class to plan or deliver the service

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Appendix 2:   Rubric for assessing students' reflection of their roles and responsibilities as a socially responsible citizen

Excellent/outstanding (A+/A/A-)	Good (B+/B/B-)	Satisfactory (C+/C/C-)	Barely satisfactory (D+/D)	Inadequate (F)
The student was able to: o 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 o Show a very strong sense of responsibility to the community, and have concrete plans to continue his contributions to the community through actions o Connect the service and his personal life, and articulate how he could contribute more as a responsible citizen in the future	The student was able to: o 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 o Show a strong sense of personal responsibility to the community o Connect the service and his personal life, and articulate how he could contribute more as a responsible citizen in the future	The student was able to: o 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 o Show awareness of his personal responsibility to the community o Articulate the connection between the service and his/her personal life	The student was able to: o 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 o Demonstrate limited awareness of personal responsibility to the community o Articulate a superficial connection between the service and his personal life	The student failed to: o 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 o Demonstrate his awareness of personal responsibility to the community o Connect the service and his personal life

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Appendix 3: Rubric for assessing students' empathy for people in need

Excellent/outstanding (A+/A/A-)	Good (B+/B/B-)	Satisfactory (C+/C/C-)	Barely satisfactory (D+/D)	Inadequate (F)
The student was able to: o Demonstrate an in-depth awareness of the underlying needs and feelings of service users, and address them responsively and accurately o Take the perspectives of the service users in understanding their needs and situations o Respond to the needs of service users by showing intense care and concern o Maintain positive and purposeful relationships with service users o Articulate the situations of service users and mobilize different resources to help	The student was able to: o Demonstrate a high awareness of the needs and feelings of service users, and address them responsively and accurately o Take the perspectives of the service users in understanding their needs and situations o Respond to the needs of service users by showing care and concern o Maintain positive and purposeful relationships with service users	The student was able to: o Demonstrate an awareness of the needs and feelings of service users o Make attempt to take the perspectives of the service users in understanding their needs and situations. o Acknowledge the factual content of the messages of the service users o Respond to the needs of service users by showing some care	The student was able to: o Demonstrate little awareness of the service users, only with the instructions/ guidance of the others (instructor, team members etc.) o Make little attempt to take the perspectives of the service users in understanding their needs and situations o Communicate with the service users at a superficial level, may sometimes neglect the feelings and factual aspects of the messages of service users	The student failed to: o Demonstrate any awareness or understanding of feelings and needs of service users o Take the perspectives of the service users in understanding their needs and situations o Communicate effectively with and respond to the needs of the service users (e.g. Students' responses are irrelevant, abrasive, thus hindering communication) o Make any attempt to care for the service users

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Appendix 4:   Sample compiled rubric

Subject/ Project title: _____   Date: _____

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

Excellent/outstanding (A+/A/A-)	Good (B+/B/B-)	Satisfactory (C+/C/C-)	Barely satisfactory (D+/D)	Inadequate (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				
o Connect and extend the knowledge and skills learned in class to plan and implement the service o Research into and make use of information from other resources beyond the subject o Create innovative methods or solutions to deal with issues and problems in the service-setting	o Effectively plan and implement the service with correct and appropriate application of knowledge and skills learned in class o Create workable methods or solutions to deal with issues and problems in the service-setting	o Plan and implement the service with largely correct and appropriate application of knowledge and skills learned in class	o 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	o Apply the knowledge or skills learned in class to plan or deliver the service

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2. Students' reflection on their roles and responsibilities

o 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 o Show a very strong sense of responsibility to the community, and have concrete plans to continue his contributions to the community through actions o 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	o 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 o Show a strong sense of personal responsibility to the community o 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	o 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 o Show awareness of his personal responsibility to the community o Articulate the connection between the service and his/her personal/ professional life	o 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 o Demonstrate limited awareness of personal responsibility to the community o Articulate a superficial connection between the service and his personal/ professional life	o 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 o Demonstrate his awareness of personal responsibility to the community o Connect the service and his personal/ professional life

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

o Demonstrate an in-depth awareness of the underlying needs and feelings of service users, and address them responsively and accurately o Take the perspectives of the service users in understanding their needs and situations o Respond to the needs of service users by showing intense care and concern o Maintain positive and but purposeful relationships with service users o Articulate the situations of service users and mobilize different resources to help	o Demonstrate a high awareness of the needs and feelings of service users, and address them responsively and accurately o Take the perspectives of the service users in understanding their needs and situations o Respond to the needs of service users by showing care and concern o Maintain positive and purposeful relationships with service users	o Demonstrate an awareness of the needs and feelings of service users o Make attempt to take the perspectives of the service users in understanding their needs and situations. o Acknowledge the factual content of the messages of the service users o Respond to the needs of service users by showing some care	o Demonstrate little awareness of the service users, only with the instructions/ guidance of the others (instructor, team members etc.) o Make little attempt to take the perspectives of the service users in understanding their needs and situations o Communicate with the service users at a superficial level, may sometimes neglect the feelings and factual aspects of the messages of service users	o Demonstrate any awareness or understanding of feelings and needs of service users o Take the perspectives of the service users in understanding their needs and situations o Communicate effectively with and respond to the needs of the service users (e.g. Students' responses are irrelevant, abrasive, thus hindering communication) o Make any attempt to care for the service users

4. Achievement of outcomes associated with the academic content of the subject

(teacher to list outcomes and levels in sections below)

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

Comments to the student:
_____

Overall Grade: _____