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| **CRITERIA** | **EXCELLENT** | **VERY GOOD** | **SATISFACTORY** | **NEEDS WORK** | **UNSATISFACTORY** |
| **Score** | **4** | **3** | **2** | **1** | **0** |
|  | Strong writing style with | Good writing style with | Writing style conveys | Difficulty expressing ideas, | Considerable difficulty |
| **Writing Quality** | clear ability to express | solid ability to convey | meaning adequately. Some | feelings or descriptions. | expressing ideas or |
|  | thoughts and point of view. | meaning. Very good | grammar, syntax and | Limited syntax. Needs to | descriptions clearly. Many |
|  | Excellent grammar, syntax, | grammar, syntax, spelling, | spelling errors. | work on grammar, spelling, | grammatical, syntactical, |
|  | spelling, etc. | etc. |  | etc. | and spelling errors. |
| **WHAT?** | **4** | **3** | **2** | **1** | **0** |
|  | Clear incisive description | Solid description that fully | Factual description of | Brief or general statement | Little description at all, or |
| **Description of** | that reveals situation and | discloses the scene. Some | sequence of events with | with few details. Little if | brief, perfunctory |
| **Service-Learning** | dynamics vividly. Excellent | interpretation of events, | little “texture” or | any sense of meaning. | statements glossing over the |
| **Session(s)** | use of adjectives, | meanings, etc. | interpretation. Clearly not |  | event(s). The reader has |
|  | metaphors, etc. Sensitive |  | fully developed. |  | little idea what transpired. |
|  | and perceptive. |  |  |  |  |
| **SO WHAT?** | **4** | **3** | **2** | **1** | **0** |
|  | Definite insights into issues | Some insights into | Positive experience at an | Doing the assignment. | Rigid attitude. Resistant to |
| **Insights and** | and implications of events | situations, issues and | intuitive or emotive level. | Neutral experience without | change in established point |
| **Understanding** | for self and students. Aware | personal change/growth. | Gains affectively from the | personal resonance or | of view. |
|  | of increased complexity of | Making connections with | ‘experience’ but insights | impact. |  |
|  | issues and situations. | implications for self or | based on conscious |  |  |
|  |  | students . Some sense of | reflection are few or |  |  |
|  |  | complexity. | simplistic. |  |  |
| **NOW WHAT?** | **4** | **3** | **2** | **1** | **0** |
|  | Creates a personal plan of | Creates a ‘next step’ based | Committed to class through | Somewhat committed to | Not committed to the class |
| **Commitment and** | action or personal challenge | on previous events or | rapport or personal caring. | class and/or teaching. | or teaching. Definitely not |
| **Challenge** | based on commitment to | progress in teaching. | Notes class’ progress. | Unchallenged. | exerting self to a level of |
|  | class or insights into |  |  |  | commitment. |
|  | teaching. |  |  |  |  |
|  | **4** | **3** | **2** | **1** | **0** |
|  | Significant growth or | Increased sensitivity, | Steady course. Incremental | No progress. Repetitious | Losing ground. Bored or |
| **Progress and** | personal development. | change of attitude, and | progress of which the | experience and reflection. | frustrated. Negative attitude |
| **Leadership** | Evidence of synthesis of | awareness of connections. | teaching assistant may not |  | in reflection. |
| **Development** | experience into goals or |  | be personally aware. |  |  |
|  | plan of action, with |  |  |  |  |
|  | implications for the future. |  |  |  |  |