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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.  |  |  |  |  |