

Curriculum-Based Service Learning Program



Assessment Rubric

Modify the generic rubric below to meet the needs of your students. You may choose to use activities listed within lessons as performance assessments, or collaborate with students to create the rubric. Rubrics should be created, discussed, and agreed upon in advance. In this way, students will have a clear idea of expectations and outcomes.

	Concepts	Communication	Critical Thought	Collaboration
Excellent 4	Consistently identifies <i><list concept here></i> . (For example, “Consistently identifies the cause and effect relationship of consumer spending.”)	Consistently applies concepts learned—through speaking, writing, performing, visually representing, and/or presenting.	Can consistently explain and apply concepts. Is consistently able to make connections and draw conclusions beyond what was directly taught.	Consistently demonstrates ability to listen, work, and learn with others. Consistently contributes to respectful learning environment.
On Target 3	Almost always identifies <i><list concept here></i> ...	Almost always applies concepts learned—through speaking, writing...	Can almost always explain and apply concepts. Is almost always able to make connections...	Almost always demonstrates ability to listen, work, and learn...
Learning 2	Sometimes identifies <i><list concept here></i> ...	Sometimes applies concepts learned—through speaking, writing...	Can sometimes explain and apply concepts. Is sometimes able to make connections...	Sometimes demonstrates ability to listen, work, and learn...
Beginning 1	Cannot identify key concepts.	Cannot apply concepts learned.	Is unable to explain and apply concepts. Is unable to independently make connections...	Cannot demonstrate ability to listen, to work, and to learn...

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Excellent 4				
On Target 3				
Learning 2				
Beginning 1				