

Hong Kong Baptist University
Centre for Innovative Service-Learning (CISL)
Assessment Rubrics for Service-Learning Components

ILOs	Criteria	Score				
		4 <i>Outstanding</i>	3 <i>Good</i>	2 <i>Satisfactory</i>	1 <i>Needs improvement</i>	0/ Fail
i.	Applying knowledge & skills to service	<i>In designing & delivering service:</i> <ul style="list-style-type: none"> Innovatively integrated academic learning to render an effective or impactful service. <i>In reflective activities*:</i> <ul style="list-style-type: none"> Made original and concrete connections between course learning & service, and discipline knowledge & social issues. 	<ul style="list-style-type: none"> Made good use of academic learning to render useful service. Made interesting connections between course learning & service, and discipline knowledge & social issues. 	<ul style="list-style-type: none"> Applied basic academic learning to service. Made some connections between course learning & service, and/or discipline knowledge & social issues. 	<ul style="list-style-type: none"> Did not apply academic learning to service. Did not make connections between course learning & service, and/or discipline knowledge & social issues. 	0 - non-submission or under-attendance F - plagiarism
ii.	Empathy & self-understanding	<i>During service & when communicating/interacting with the community:</i> <ul style="list-style-type: none"> consistently acted with empathy & active engagement responded appropriately & adjusted readily to community members <i>In reflective activities:</i> <ul style="list-style-type: none"> critically evaluated understanding of self, identifying <i>specific areas</i> for personal growth. 	<ul style="list-style-type: none"> Most of the time acted with empathy or active engagement & responded adequately to community members. critically examined self & identified areas for personal growth. 	<ul style="list-style-type: none"> Showed some care and responded to requests by community members. Had self-realizations, with simple analysis and/or personal implications. 	<ul style="list-style-type: none"> Generally disengaged & inattentive to community members. Merely described feelings and events, without analysis nor implications. 	
iii.	Social awareness & commitment to the community	<i>In reflective activities:</i> <ul style="list-style-type: none"> Expressed sophisticated understanding of social issues based on service experience and learning with/from others. Strongly acknowledged social responsibility, with a realistic & concrete personal action plan. 	<ul style="list-style-type: none"> Gained better understanding of social issues through service experience & interaction with others. Acknowledged social responsibility, with ideas on how to put it into practice. 	<ul style="list-style-type: none"> Expressed general views about social issues related to the service experience. Acknowledged social responsibility, with general plan. 	<ul style="list-style-type: none"> Expressed simplistic or opinionated views, with limited reference to service experience. Detached or clichéd treatment of social issues. 	
iv.**	New ideas about society & contributions to social devt	<i>Building on SL experience (difficulties & challenges, successes & failures):</i> <ul style="list-style-type: none"> Reached original perspectives about society & able to formulate innovative ideas for creating or improving solutions for social good. 	<ul style="list-style-type: none"> Expressed interesting perspectives about society & expressed feasible ideas about solutions for social good. 	<ul style="list-style-type: none"> Expressed general ideas about society & possible solutions for social good. 	<ul style="list-style-type: none"> Did not articulate ideas about society and/or possible solutions; or, expressed ideas which were unrealistic or irrelevant to service experience. 	
v.	Professional skills & generic competencies	<i>In working with others to plan & implement service:</i> <ul style="list-style-type: none"> Effectively exercised relevant professional skills & competencies in a successful & collaborative service. <i>In reflective activities:</i> <ul style="list-style-type: none"> Clearly articulated how SL contributed to professional development and will inform one's future as a professional. 	<ul style="list-style-type: none"> Effectively exercised one or two professional skills or competencies in a successful & collaborative service. Gave concrete examples of how SL contributed to professional development. 	<ul style="list-style-type: none"> Exercised one or two professional skills or competencies in service. Described a general or surface-level impact of SL on professional development. 	<ul style="list-style-type: none"> Did not exercise relevant professional skills or competencies in service. Did not articulate the impact of SL on professional development. 	

**Reflective activities* include reports, presentations, journals, group discussions, debriefings, mentoring sessions, etc.

***ILO/Criteria 4* closes the loop of experiential pedagogy by arriving at new and open-ended learning that goes beyond the curriculum.