

Kapi'olani Service and Sustainability Learning (Teagle) Reflection Rubric 2016-17

Prompt / Level	0	1	2	3	4
<p>A1. Statement of the issue / activities — issue: Identify the issue you focused on, and explain how it relates to diversity, equity, health or sustainability.</p>	Does not meet level one	<p>Names an issue but provides little explanation.</p> <p>Claims a relationship between the issue and diversity, equity, health or sustainability but provides little explanation.</p>	<p>With some detail, explains the issue.</p> <p>With some support, explains the relationship between the issue and diversity, equity, health or sustainability.</p>	<p>With adequate detail, explains the issue.</p> <p>With adequate support, explains the relationship between the issue and diversity, equity, health or sustainability.</p>	<p>With considerable detail, explains the issue.</p> <p>With considerable support, explains the relationship between the issue and diversity, equity, health or sustainability.</p>
<p>A2. Statement of the issue / activities — activities: Describe the activities [such as service-learning or other community-based project] you engaged in that addressed this issue.</p>	Does not meet level one	With little detail, describes 2 activities that addressed the issue. OR with adequate detail, describes 1 activity that addressed the issue.	With some detail, describes 2 activities that addressed the issue. OR with considerable detail, describes 1 activity that addressed the issue.	With adequate detail, describes 2 activities that addressed the issue.	<p>With considerable detail, describes 2 activities* that addressed the issue.</p> <p>*two separate/different activities or two instances of one continuous project</p>

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<p>B1. Academic / applied learning — Academic learning: Describe 3-5 central course concepts/theories that deepened your understanding of the issue you focused on. [Instructor should specify the course concepts/theories and the SLOs they address.]</p>	Does not meet level one	Names at least 3 central course concepts. Describes 1 in detail OR describes 2 in brief.	Names at least 3 central course concepts. Describes 3 in brief.	Names at least 3 central course concepts. Describes 1 in detail and 2 in brief.	Names at least 3 central course concepts. Describes 2 in detail and 1 in brief.

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<p>B2. Academic / applied learning — Applied learning: Describe how you applied those course concepts/theories in your activities. Explain how your activities [such as service-learning or other community-based project] deepened your understanding of these course concepts/theories.</p>	<p>Does not meet level one</p>	<p>Claims the writer applied at least 1 course concept/theory in the activities but provides little explanation.</p> <p>Claims the activities deepened the writer's understanding of at least 1 concept/theory but provides little explanation.</p>	<p>With some detail, explains at least 1 example of the writer applying at least 1 concept/theory in the activities.</p> <p>With some detail, explains how the 1 example deepened the writer's understanding of at least 1 concept/theory.</p>	<p>With adequate detail, explains at least 1 example of the writer applying at least 1 concept/theory in the activities.</p> <p>With adequate detail, explains how the 1 example deepened the writer's understanding of at least 1 concept/theory.</p>	<p>With considerable detail, explains at least 1 example of the writer applying at least 1 concept/theory in the activities.</p> <p>With considerable detail, explains how the 1 example deepened the writer's understanding of at least 1 concept/theory.</p>

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<p>C1. Moral and civic engagement — Civic engagement: As an informed individual and citizen, discuss the issue you focused on as a public problem. ... Discuss possible solutions to the problem.</p>	<p>Does not meet level one</p>	<p>Claims the issue is a public or community problem but provides little explanation.</p> <p>States 1 possible solution. Explains 1 in brief.</p>	<p>With some support, explains the issue as a public or community — not just individual or small group — problem.</p> <p>States 2 possible solutions. Explains 2 in brief OR explains 1 in detail.</p>	<p>With adequate support, explains the issue as a public or community — not just individual or small group — problem.</p> <p>States 2 possible solutions. Explains 1 in detail and 1 in brief.</p>	<p>With considerable support, explains the issue as a public or community — not just individual or small group — problem.</p> <p>States 2 possible solutions. Explains 2 in detail.</p>
<p>C2. Moral and civic engagement — Moral engagement: What elements of unfairness or injustice does the problem have? Do you believe more people should care about the problem? Why or why not?</p>	<p>Does not meet level one</p>	<p>States 1 element of unfairness or injustice but provides little explanation.</p> <p>States 1 reason that more people should care about the problem but provides little explanation.</p>	<p>With some support, explains at least 1 element of unfairness or injustice that the problem has.</p> <p>With some support, gives at least 1 reason that more people should care about the problem</p>	<p>With adequate support, explains at least 1 element of unfairness or injustice that the problem has.</p> <p>With adequate support, gives at least 1 reason that more people should care about the problem</p>	<p>With considerable support, explains at least 1 element of unfairness or injustice that the problem has.</p> <p>With considerable support, gives at least 1 reason that more people should care about the problem.</p>

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<p>D1. Change / Commitment — Change: Explain how your coursework and activities have shaped your personal, academic or career goals.</p>	Does not meet level one	Without any examples, claims an effect in the writer's goals based on the writer's coursework and activities.	With 1 brief example, explains how the writer's coursework and activities have shaped his/her personal, academic or career goals.	With 1 specific example, explains how the writer's coursework and activities have shaped his/her personal, academic or career goals.	With more than 1 example, at least 1 specific, explains how the writer's coursework and activities have shaped his/her personal, academic or career goals.
<p>D2. Change / Commitment — Commitment: From the list below, select three actions and discuss at least one in detail. Explain how the action(s) you will take will help reduce the impact of the problem.</p>	Does not meet level one	<p>Selects 3 actions from the list but provides little explanation of any of them.</p> <p>Claims 1 or more actions would reduce the impact of the problem but provides little explanation.</p>	<p>Selects 3 actions from the list. Explains 1 in brief.</p> <p>Explains in brief how 1 action would reduce the impact of the problem.</p>	<p>Selects 3 actions from the list. Explains 1 in detail.</p> <p>Explains in detail how 1 action would reduce the impact of the problem.</p>	<p>Selects 3 actions from the list. Explains at least 2, 1 in detail.</p> <p>Explains in detail how at least 2 actions individually or at least 2 actions collectively would reduce the impact of the problem.</p>

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<p>Commitment (cont.):</p> <ol style="list-style-type: none"> 1. Support people in my family and my friends who are affected by the problem. 2. Take another course to gain a new perspective on the problem. 3. Join, start, or lead a campus student group working on the problem. 4. Serve at a community-based organization working on the problem. 5. Convene a dialog with policy-makers working on the problem. 6. Advocate with public officials and legislators who work on the problem. 7. Fund-raise to support non-profit organizations working on the problem 8. Complete a degree that will provide me with the knowledge, skills, and attitudes to work on the problem in my career. 9. Other (specify) 					