

Service-Learning Poster Showcase: Scoring Rubric

| Category/Description | 5 (Exceptional) | 4 (Great) | 3 (Good) | 2 (Fair) | 1 (Poor) |
|---|--|--|---|--|--|
| Community Impact <ul style="list-style-type: none"> Does the project address a community identified need? Did the student coordinate with the community partner? | The project addresses a community identified need; Student engaged in substantial collaboration with community partner. | The project addresses a community identified need; Student collaborated with community partner. | The project addresses a community identified need; Student engaged in some collaboration with community partner. | The project does not address a community identified need; Little evidence of collaboration with community partner. | The project does not address a community identified need; Is not beneficial to either party; No evidence of collaboration with community partner. |
| Academic Connection <ul style="list-style-type: none"> Did the student integrate academic content with the service experience? Does the student demonstrate the application of new skills/knowledge? | Academic content is well integrated into the description of the service experience; Quality application of newly acquired skills/knowledge. | Academic content is integrated into the description of the service experience; Application of newly acquired skills/knowledge. | Academic content is somewhat integrated into the description of the service experience; Some application of newly acquired skills/knowledge present. | Academic content is poorly integrated into the description of the service experience; Weak application of newly acquired skills/knowledge is present. | Academic content is not integrated into the description of the service experience; No application of newly acquired skills/knowledge. |
| Personal Growth <ul style="list-style-type: none"> Does the student acknowledge their unique perspective and how it has changed over time? Does the student demonstrate enhanced understanding as a result of reflection? | Student provides a comprehensive analysis acknowledging unique perspective and explains how the service experience affected it; Demonstrates an enhanced understanding of social issue. | Student provides an analysis acknowledging unique perspective and explains how service experience affected it; Demonstrates an understanding of social issue. | Student provides an analysis acknowledging their unique perspective but fails to explain how service experience affected it; Demonstrates some understanding of social issue. | Student provides an incomplete analysis describing their unique perspective and fails to explain how service experience affected it; Demonstrates little understanding of social issue. | Student does not provide an analysis of their unique perspective; Fails to demonstrate an understanding of social issue. |
| Poster <ul style="list-style-type: none"> Is the poster visually appealing? Does the poster present content to the viewer in an organized manner? Are all required components present? Do the tables, figures, and images improve understanding of the content? Are there grammatical errors? | All expected components are present, clearly laid out, and easy to follow; Content is concise, legible, and with no spelling or grammatical errors; Tables, figures, and images are appropriate and correct and improve understanding and enhance visual appeal. | All expected components are present but are unorganized; Content is mostly free of spelling or grammatical errors; Most of the tables, figures, and images are appropriate, correct, improve understanding, and enhance visual appeal. | Most of the expected components are present but are poorly organized; Some spelling and grammatical errors are present; Tables and figures are not always related to the text, are appropriate, or labeled poorly; Visuals do not improve or enhance understanding. | Some of the expected components are present and are poorly organized; Frequent spelling and grammatical errors; Tables, figures, and images are not related, appropriate, or are poorly labeled; Visuals do not improve understanding. | Some expected components are present and poorly laid out and confusing; Excessive spelling and grammatical errors; Visuals are not used. |
| Presentation <ul style="list-style-type: none"> Is the student confident and enthusiastic? Is the student engaging when explaining the material? Does the student tell a coherent and interesting story? Is the student able to communicate appropriate responses to the questions raised by the judges? | Student demonstrates a great deal of confidence and enthusiasm; Is very knowledgeable and engaging; Tells a very coherent and concise story; Is able to communicate high quality and informed answers to questions raised. | Student demonstrates confidence and enthusiasm; Is knowledgeable and engaging; Tells a coherent and concise story; Is able to communicate informed answers to questions raised. | Student demonstrates some confidence and enthusiasm; Is moderately knowledgeable and engaging; Tells a somewhat coherent and concise story; Is able to communicate answers to questions raised. | Student rarely demonstrates confidence or enthusiasm; Is somewhat knowledgeable and engaging; Does not tell a coherent or concise story; Is able to communicate partial answers to questions raised. | Student is not confident or enthusiastic; Is not knowledgeable or engaging; Tells a confusing story; Is unable to formulate answers to questions raised. |