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**Service-Learning Expo Poster Rubric**

Student(s) Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student(s) Classification\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Group Number\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Judge’s Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please turn over for second part of rubric 🡪

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| **Topic** | **Does not meet Expectations** | **Poorly Meets**  **Expectations** | **Meets**  **Expectations** | **Exceeds**  **Expectation** | **Score** |
| **0-2** | **3-5** | **6-8** | **9-10** |  |
| **Description of key academic**  **concept(s) related to Service**  What was the class about?  How do you connect your learning with the service performed?  What are key academic concepts that the service helped you understand? | Conveys ideas and facts from the course and service-learning experience that don’t seem to be related. | Conveys ideas and facts from the course content that may be related to the service-learning experience but does not explicitly explain their  relationship. | Adequately explains the relationship between the course content and the  service-learning experience. | Skillfully connects course content with the service-learning experience. |  |
| **Personal / Professional Growth**  What did you learn about yourself/profession through this experience?  What was challenging to you at the beginning, how did you feel during the service? | Does not express any  Connection between  service-learning  experience and understanding of self and/or profession. | Partially explains  connection between  service-learning and understanding of self and/or profession. | Adequately explains  connection between  service-learning and  understanding of self and/or profession. | Skillfully explains  connection between  service-learning and  understanding of self and/or profession. |  |
| **Civic responsibility**  What is the importance of the service work you performed? | Cannot articulate the importance of the service, does not see beyond class requirement. | Partially articulates importance of service to community, partially sees service beyond class credit requirement. | Adequately explains  importance of service to community, understands service beyond class credit requirement | Skillfully explains  importance of service to community, fully understands service beyond class credit requirement. |  |
|  | **0-2** | **3-5** | **6-8** | **9-10** |  |
| **Critical Reflection**  **of service work**  What issues in the community  did your service address? What community impact did your service work have? | Does not explain  community problem or  impact caused by service learning. | Partially explains  community problems and does not explain  impact caused by service learning. | Adequately explains  community problems and identifies positive impact caused by service learning. | Skillfully explains  community problems and identifies positive impact caused by service learning. |  |
| **Sources and Evidence (QEP)**  What sources, research or evidence helped you to draw some of your conclusions?  What kind of research did you draw from to understand the social issue or service experience? | Demonstrates an attempt to sue sources to support ideas in the writing | Demonstrates and attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing. | Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing. | Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing. |  |

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|  | **0-2** | **3-5** | **6-8** | **9-10** |  |
| **Clarity of Presentation and Ideas** | Holds no eye contact with audience. Consistently fails to provide examples illustrate points, define terms, and/or express ideas in different ways. Entire report is read from notes. | Displays minimal eye contact. Occasionally provides examples, illustrates points, and defines terms, and/or express ideas in different ways. Reads mostly from notes. | Consistent use of direct eye contact with audience.  Usually but not always provides examples, illustrates points, defines terms, and/or expresses ideas in different ways. Uses some notes. | Holds attention of audience with use of direct eye contact. Consistently provides examples, illustrates points, defines terms, and/or expresses ideas in different ways. Seldom looking at notes |  |
| **Poster Visual Appeal** | Not visually appealing, colors and patterns hinder readability.  Arrangement is confusing. Poster does not have any pictures of service. | Visual appeal is somewhat cluttered, colors and patterns distract from readability.  Arrangement is somewhat confusing, with few pictures of service. | Overall visually appealing, not cluttered.  Adequate arrangement of information with some pictures of service. | Very visually appealing.  Excellent arrangement of content, picture of service and additional information. |  |
| **Control of Syntax and Mechanics** | Uses language that sometime impedes meaning because of errors in usage. | Uses language that generally conveys meaning to readers with clarity, although writing may include some errors. | Uses straightforward language that generally conveys meaning to reader. The language in the poster has few errors. | Uses sophisticated language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free. |  |

Comments: ­­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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