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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 theirrelationship. | Adequately explains the relationship between the course content and theservice-learning experience. | Skillfully connects course content with the service-learning experience. |  |
| **Personal / Professional Growth**What did you learn about yourself through this experience?What was challenging to you at the beginning, how did you feel during the service? | Does not express anyConnection betweenservice-learningexperience and understanding of self and/or profession. | Partially explainsconnection betweenservice-learning and understanding of self and/or profession. | Adequately explainsconnection betweenservice-learning andunderstanding of self and/or profession. | Skillfully explainsconnection betweenservice-learning andunderstanding 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 explainsimportance of service to community, understands service beyond class credit requirement | Skillfully explainsimportance 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 communitydid your service address? What community impact did your service work have? | Does not explaincommunity problem orimpact caused by service learning. | Partially explainscommunity problems and does not explainimpact caused by service learning. | Adequately explainscommunity problems and identifies positive impact caused by service learning. | Skillfully explainscommunity 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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