

I. Ten dimensions have been identified for assessment:

A. Participation in Service-Learning (40%)

- 1 Attendance
- 2 Attitude
- 3 Social Soft Skills
- 4 Knowledge Transfer to Topic

B. Group Presentation and Discussion (30%)

- 1 Content
- 2 Presentation Skills
- 3 Class Participation

C. Reflective Journal (30%)

- 1 Depth of Reflection
- 2 Evidence
- 3 Writing

II. Each dimension is ranged from low to high with score from 0 to 10 and each level of dimension is elaborated with a description. The full score is 100.

III. References:

- AAC&U (n.d.) *VALUE Rubrics* <https://www.aacu.org/value-rubrics>
- Rhodes, T. (2009). *Assessing outcomes and improving achievement: Tips and tools for using the rubrics*. Washington, DC: Association of American Colleges and Universities.
- Centre for Excellence in Teaching, University of Southern California (n.d.) *Reflective Essay Rubric* <http://cet.usc.edu/resources/course-design/>
- Walsh School of Foreign Service, Georgetown University (n.d.), *Presentation & Discussion Guidelines* <https://sfs.georgetown.edu/carroll-round/conference/presentation-discussion-guidelines/>

(I) Participation in Service-Learning (40%)

Criteria	Failure 0 - 4	Pass 5 – 7	Distinction 8-10
Attendance	- No or Very low attendance	- Regular or High attendance	- Full attendance and always punctual
Attitude	- No or very low participation in the service activities	- Demonstration of adequate or minimal initiative, motivation and involvement in the service activities	- Demonstration of high level of initiative, motivation and involvement in the service activities
Social Soft Skills	- Unable to communicate with service targets and community organization	- Effective communication with service targets and community organization	- Excellent communication with service targets and community organization
Knowledge Transfer to Topic	- Unable to identify social issue relevant to the service field	- Demonstration of basic knowledge of the social issues relevant to the service field	- Demonstration of deep and complex academic and generic knowledge and critical analysis of the important of the social issues relevant to the service field

(II) Group Presentation and Discussion (30%)

Criteria	Failure 0 - 4	Pass 5 - 7	Distinction 8 - 10
Content	- Content is irrelevant and inaccurate exposition of material - Demonstration of little or mixed feelings about the topic being presented	- Purpose and subject are clear and supported by some examples, facts and/or statistics; conclusions are justified with some evidence - Raise audience understanding and awareness about the topic	- Purpose and subject are very clear and supported by pertinent examples, facts and/or statistics are provided; conclusions or ideas are well justified with evidence - Significantly increase audience understanding and knowledge about the topic
Presentation Skills	- illogical organization and poor presentation skills - Fail to work in team	- Delivery techniques (posture, gesture, eye contact and vocal expressiveness) make the presentation understandable and speaker appears confident - Demonstrates of general team collaboration	- Delivery techniques (posture, gesture, eye contact and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident - Demonstration of excellent team collaboration
Class Participation	- No participation or discussion in class activities - Lack a sense of responsibility to class participation	- Ability to engage contributively in discussion - Feedback provided is partly rational and constructive	- Ability to make association with others' sharing and its own experience - Feedback provided is completely rational and constructive

(III) Reflective Journal (30%)

Criteria	Failure 0 - 4	Pass 5 - 7	Distinction 8 - 10
Depth of Reflection	- Entirely descriptive or limited reflective content - Does not address the reflection topic or very shallow reflection	- Able to address the reflection topic - Adequate degree of observations and/or insight is demonstrated - Some reflection or Self-awareness	- Clearly address the reflection topic - Demonstration of sophisticated observation, high degree of insight and/or how the inner world has been affected - Deep reflection or Self-awareness
Evidence	- No attempt to integrate relevant facts, relationships, and the student's self	- Attempt to integrate relevant facts, relationships, and the student's self	- Clear attempt to integrate relevant facts, relationships, and the student's self - Includes conclusions based on synthesis of the integrated content
Writing	- Poorly organized - Inappropriate language, tone and style	- Quite organized - Appropriate language, tone and style	- Well-organized, presents all information clearly and concisely - Excellent use of language, tone and style