

CRITERIA Score	EXCELLENT 4	VERY GOOD 3	SATISFACTORY 2	NEEDS WORK 1	UNSATISFACTORY 0
Writing Quality	Strong writing style with clear ability to express thoughts and point of view. Excellent grammar, syntax, spelling, etc.	Good writing style with solid ability to convey meaning. Very good grammar, syntax, spelling, etc.	Writing style conveys meaning adequately. Some grammar, syntax and spelling errors.	Difficulty expressing ideas, feeling or descriptions. Limited syntax. Needs to work on grammar, spelling, etc.	Considerable difficulty expressing ideas or descriptions clearly. Many grammatical, syntactical, and spelling errors.
WHAT?	4	3	2	1	0
Description of Service-Learning Session(s)	Clear incisive description that reveals situation and dynamics vividly. Excellent use of adjectives, metaphors, etc. Sensitive and perceptive.	Solid description that fully discloses the scene. Some interpretation of events, meanings, etc.	Factual description of sequence of events with little 'texture' or interpretation. Clearly not fully developed.	Brief or general statement with few details. Little if any sense of meaning.	Little description at all, or brief, perfunctory statements glossing over the event(s). The reader has little idea what transpired.
SO WHAT?	4	3	2	1	0
Insights and Understanding	Definite insights into issues and implications of events for self and future. Aware of increased complexity of issues and situation. Makes valid generalizations.	Has some insights into situations, issues and personal change/growth. Making connections with implications for self. Some sense of complexity.	Positive experience at an intuitive or emotive level. Gains affectively from the 'experience' but insights based on conscious reflection are few or simplistic.	Doing the assignment. Neutral experience without personal resonance or impact.	Rigid attitude. Resistant to change in established point of view.
NOW WHAT?	4	3	2	1	0
Commitment and Challenge	Creates a personal plan of action or personal challenge based on commitment to class or insights into teaching.	Creates a 'next step' based on previous events or progress in teaching.	Committed to class through rapport or personal caring. Notes class' progress.	Somewhat committed to class and/or teaching. Unchallenged.	Not committed to the class or teaching. Definitely not exerting self to a level of commitment.
	4	3	2	1	0
Progress and Leadership Development	Significant growth or personal development. Evidence of synthesis of experience into goals or plan of action, with implications for the future.	Increased sensitivity, change of attitude, and awareness of connections.	Steady course. Incremental progress of which the teaching assistant may not be personally aware.	No progress. Repetitious experience and reflection.	Losing ground. Bored or frustrated. Negative attitude in reflection.