

Community Engaged Learning / Service-Learning Category

Poster Presentation Scoring Rubric

Student: _____

Student Role: _____

Project Title: _____

Score Key

0= no attempt made

1= developing but unclear

2= meets requirement

3= clear, engaging, very effective

Section 1 Please rate the poster from 0 to 3 on each of the following (circle one)

1. Background / Introduction

Circle one

Category total

a) Introduces the background issue or topic	0	1	2	3	
b) Describes a community need or request that was (or will be) addressed	0	1	2	3	
c) Describes the relationship to a class, research project, or co-curricular program	0	1	2	3	
d) Identifies the community partner/s with their name, logo, and mission / goals	0	1	2	3	

2. Activities / Implementation

a) Describes the service project or engagement component	0	1	2	3	
b) Explains how the project meets the community-identified need or request	0	1	2	3	
c) Integrates academic concepts, theories, or skills	0	1	2	3	

3. Outcomes / Impacts

a) Describes the project outcomes (or intended outcomes)	0	1	2	3	
b) Explains what was learned or what is expected to change based on the outcome	0	1	2	3	

4. Discussion / Reflection

a) Describes how a personal perception or understanding has changed or been enhanced (or how it is expected to)	0	1	2	3	
b) Explains how their understanding of academic concepts, theories or skills have changed or been enhanced (or how it is expected to)	0	1	2	3	

5. Visual presentation

a) The content is clearly presented and easy to follow	0	1	2	3	
b) The layout and labels improve understanding	0	1	2	3	

Everyone gets 1pt for registering	+ 1
Total	/40

Section 2

Binary Variables – please indicate if each statement below was met or not. Circle 4 if met and 0 if not.

1	Student was present (If student was not present, do not answer more questions)	0 / 4
2	Student asked me what level of understanding I possessed about the issue their work addresses	0 / 4
3	Student explained their project in a way that was appropriate for my level of understanding.	0 / 4
4	Student explained the <u>purpose</u> of the project.	0 / 4
5	Student showed evidence of collaboration with others	0 / 4
6	Student explained a benefit of the project to the community partner.	0 / 4
7	Student was able to talk about self-reflection – something they learned about themselves	0 / 4
8	Student convinced me that their work is important/interesting.	0 / 4
9	Student did an <u>exceptional</u> job presenting their work	0 / 4
10	Student has written permission for any photographs of project participants or images of work created by community members	0 / 4
	Total	/40

Total

Total score from section 1	Total score from section 2	Total combined

Community Engaged Learning/ Service-Learning integrates an engagement experience and academic learning to promote increased understanding of course content while helping students develop knowledge, skills, and cognitive capacities to deal effectively with complex social issues and problems. At the same time, it addresses community needs or supports existing community-led efforts. It emphasizes reflection and experiential, field-based learning as a way to engage the learner personally with the curriculum.

CEL /SL posters may be for completed projects, project proposals, or projects in progress. Please consider how the components below may vary for different stages of the work.

Key Components of Community Engaged Learning / Service-Learning

- The engagement component/service experience is *clearly* and *explicitly* integrated into disciplinary academic curriculum and linked to learning goals.
- Students participate in structured reflection on their engagement experience (before, during, and after) in light of particular learning objectives.
- Engagement components are designed in collaboration with community representatives and serve genuine community needs.

An excellent Community Engaged Learning / Service-Learning poster includes:

- Community partners are clearly identified
- The project addresses a community-identified need or request
- The student or class worked in collaboration with the community partner/s
- There is a clear demonstrated link between academic content and the engagement or service component
- Student demonstrates at least one way their unique perspective has changed or been enhanced over the course of the project
- The student can explain how the project benefits the community partner/s
- The student can explain key learnings / outcomes / or one thing they would change if it was to be done again.