**(a) Rubric for CSLCs: Proposal (Weighting: 20-30%) – Common Template**

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| --- | --- | --- | --- | --- | --- |
| **Achievement of Learning Outcomes** | **Level 4Outstanding** | **Level 3Mastering** | **Level 2Developing** | **Level 1Beginning** | **Marks** |
| Course Grade | A+, A, A- | B+, B, B- | C+, C, C- | D, F |
| Mark Range | 81-100 | 66-80 | 46-65 | 0-45 |
| **GILO 1:** **Problem Solving** | Identification of the problem, objectives and mission in relation to:The social problems and needs to be addressed through service | Identify the problem critically with an insightful problem statement listing substantial relevant contextual factors | Identify the problem with a well-defined problem statement listing major relevant contextual factors | Identify the problem with an adequately detailed problem statement listing some relevant contextual factors | Identify the problem listing few relevant contextual factors in a superficial way |  |
| Formulate a plan to address the problem | Formulate a feasible plan to address the problem (through an experience), considering substantial relevant contextual factors | Formulate a feasible plan to address the problem, (through an experience), considering most relevant contextual factors | Formulate a feasible plan to address the problem, (through an experience), considering some relevant contextual factors | Formulate a plan to address the problem, (through an experience), considering few relevant contextual factors |  |
| **GILO 4: Communication** | Use supporting evidence | Use a variety of supporting evidence with appropriate reference to information or analysis that provides significant support for the points/ justification being made in the service/ experience design | Use adequate supporting evidence in terms of amount and relevance for the points/ justification being made in the service/ experience design | Use adequate, but sometimes irrelevant supporting evidence for the points/ justification being made in the service/ experience design | Use little or irrelevant adequate supporting evidence for the points/ justification being made in the service/ experience design |  |
| **GILO 5: Social Interaction** | Initiate and maintain relationship | In the proposal, initiate and maintain mutually supportive relationships characterized by mutual respect | In the proposal, initiate and maintain good relationships characterized by either self-respect or respect for others most of the time | In the proposal, initiate and maintain relationships sometimes characterized by basic respect on either side | Demonstrate inadequate ability to initiate and maintain relationships characterized by respect |  |
| **Course Specific Assessment Item(s)** |  |  |  |  |  |  |

**Remarks: Course instructors are strongly advised to make close reference to the assessment modes/tasks and rubrics (grade descriptors) contained in the Handbook for Experiential Learning. These tasks and rubrics are important means for ensuring that the major objectives/aims/rationales of EL and the generic intended learning outcomes can be achieved across various EL courses with a higher degree of consistency, transparency and fairness. Certainly, course instructors can slightly modify the assessment tasks and rubrics in accordance with their professional judgment and pedagogical need. However, the basics of the GILOs and GELOs as expected learning outcomes should not be compromised.**

 **(b) Rubric for CSLCs: Experience (Weighting: 40-50%) – Common Template**

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| **Achievement of Learning Outcomes** | **Level 4Outstanding** | **Level 3Mastering** | **Level 2Developing** | **Level 1Beginning** | **Marks** |
| Course Grade | A+, A, A- | B+, B, B- | C+, C, C- | D, F |
| Mark Range | 81-100 | 66-80 | 46-65 | 0-45 |
| **GILO 1:** **Problem Solving** | Implement a solution (a service project/ an experience) and monitor the process | Implement a solution and monitor the process in a manner that addresses, thoroughly and in-depth, multiple contextual factors | Implement a solution and monitor the process in a manner that addresses multiple contextual factors | Implement a solution and monitor the process in a manner that addresses limited relevant contextual factors | Implement a solution and monitor the process in a superficial manner that does not directly address contextual factors |  |
| **GILO 4: Communication** | Use proper language and engage the audience | Use appropriate, impressive and compelling language while engaging the audience by means of posture, gestures, eye contact and use of voice at all times | Use thoughtful language and engage the audience by means of posture, gestures, eye contact and use of voice most of the time | Use adequately clear language and engage the audience by means of posture, gestures, eye contact and use of voice to some extent | Use little clear language, and engage the audience by means of posture, gestures, eye contact and use of voice to a very limited extent |  |
| **GILO 5:** **Social Interaction** | Interact with others appropriately in specific contexts | Interact with others appropriately in specific contexts while always appropriately expressing one’s meaning and feelings | Interact with others appropriately in specific contexts while appropriately expressing one’s meaning and feelings most of the time | Interact with others appropriately in specific contexts while sometimes expressing one’s meaning and feelings | Interact with others superficially, seldom appropriately expressing one’s meaning and feelings |  |
| Practise negative assertions | Defend oneself skillfully with confidence and discretion | Turn down unreasonable requests; defend and stand up for one’s rights | Aware of the need to turn down unreasonable requests | Unaware of the need to turn down unreasonable requests |  |
| Manage conflicts | Resolve conflicts successfully to contribute to smooth relationship development | Possess a range of skills to resolve conflicts in a way that maintains the relationship | Demonstrate awareness of interpersonal conflicts and have basic skills to deal with conflicts | Accept the presence of conflicts passively, with no attempt made to solve them |  |
| **Course Specific Assessment Item(s)** |  |  |  |  |  |  |

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**(c) Rubric for CSLCs: Reflection (Weighting: 30-40%) – Common Template**

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| **Achievement of Learning Outcomes** | **Level 4Outstanding** | **Level 3Mastering** | **Level 2Developing** | **Level 1Beginning** | **Marks** |
| Course Grade | A+, A, A- | B+, B, B- | C+, C, C- | D, F |
| Mark Range | 81-100 | 66-80 | 46-65 | 0-45 |
| **GILO 1:** **Problem Solving** | Augmented/ expanded knowledge and understanding in:The social problems and needs addressed through service | Review the quality of the process and outcomes, with thorough and specific consideration of the need for further work | Review the quality of the process and outcomes, with sufficient consideration of the need for further work | Review the quality of the process and outcomes, with some consideration of the need for further work | Review the quality of the process and outcomes, with little consideration of the need for further work |  |
| **GILO 4: Communication** | Convey a central message with context and purpose | Convey a compelling central message with context and purpose explicitly and in a manner that makes it memorable | Convey a central message with context and purpose clearly and consistently, making it somewhat memorable | Convey a basic understandable central message with context and purpose, that is not memorable | Convey a central message with context and purpose superficially |  |
| Gaining new perspectives through the experience and reflection; converging observations and findings into a position, a hypothesis or new insights using appropriate evidence | Use a variety of supporting evidence with appropriate reference to information or analysis that provides significant support for the points/ justification being made in the service/ experience design | Use adequate supporting evidence in terms of amount and relevance for the points/ justification being made in the service/ experience design | Use adequate, but sometimes irrelevant supporting evidence for the points/ justification being made in the service/ experience design | Use little or irrelevant adequate supporting evidence for the points/ justification being made in the service/ experience design |  |
| Systematic consolidation and analysis of experience (including the cognitive/ emotional dissonances); discerning contradictions to prior understanding; re-defining issues as necessary | Display exemplary organizational structure in terms of paragraphs, sections, length, and overall coherence and awareness of the audience | Display good organizational structure in terms of paragraphs, sections, length, and overall coherence  | Display adequate awareness of a recognizable organizational structure  | Demonstrate a low level of awareness of basic organizational structure |  |
| **GILO 5:****Social Interaction** | Commitment to actively apply what is learnt/ adjust one’s actions | Demonstrates clear and concrete commitments to actively apply what is learnt in the course now and in everyday life to maintain good social interactions | Demonstrates tendencies to actively apply what is learnt in the course now and in everyday life to maintain good social interactions | Realizes the potential to apply what is learnt in the course now and in everyday life after completing the course | Disregards further application of learning outcomes |  |
| **Course Specific Assessment Item(s)** |  |  |  |  |  |  |

**Remarks: Course instructors are strongly advised to make close reference to the assessment modes/tasks and rubrics (grade descriptors) contained in the Handbook for Experiential Learning. These tasks and rubrics are important means for ensuring that the major objectives/aims/rationales of EL and the generic intended learning outcomes can be achieved across various EL courses with a higher degree of consistency, transparency and fairness. Certainly, course instructors can slightly modify the assessment tasks and rubrics in accordance with their professional judgment and pedagogical need. However, the basics of the GILOs and GELOs as expected learning outcomes should not be compromised.**