

Nombre: _____

SPAN 494/Diario contemplativo

4	Tremendous thought and effort. Student provides <u>a very strong linkage</u> between course discussions/readings and the service-learning project and/or offers <i>sensitive and perceptive reflection</i> on events during “service” that go beyond mere description. Student reflects on implication of “service” for self, community and society.
3	Considerable thought and effort. Student provides <u>strong linkage</u> between course discussions/readings and the service-learning project and/or offers solid description of “service” that goes beyond the obvious, with some interpretation of events, meanings, etc. Student makes connections with implications for self, community and society.
2	Moderate thought and effort. Student provides <u>a linkage</u> between course discussions/readings and the service-learning project and/or offers factual description of sequence of events with little interpretation. Insights based on <i>conscious reflection</i> are few or basic.
1	Little thought and effort. Student provides <u>weak linkage</u> between course discussions/readings and the service-learning project and/or offers general statements in relation to the “service” with little or no detail. Student focuses on neutral experience with no personal resonance or reflection.

*Adapted from, “A Service Learning Rubric ” by David Burton, *VCU Teaching*, March 1999.

Date	Evaluación	Comentarios
27 de enero		
3 de febrero		
10 de febrero		
17 de febrero		
24 de febrero		
3 de marzo		
10 de marzo		
17 de marzo		
31 de marzo		
7 de abril		
14 de abril		
21 de abril		
28 de abril		
5 de mayo		
Dossier final		