

Tri-C Student Leadership Certificate Program
Engagement Activity/Community Service Reflection Grading Rubric

Criteria	Not Proficient (Does not meet requirements) 0 points	Approaching (Meets some requirements) 1 point	Proficient/Good (Meets requirements) 2 points	Excellent (Exceeds requirements) 3 points
Organization	Response lacks organization and order. Student is unable to make connections between engagement activity and their own leadership qualities and experiences.	Description of activity is incomplete. Information presented lacks logical sequence. Student struggles to connect activity to self.	Student describes engagement activity. Provides information in orderly fashion. Student includes personal role in engagement activity in response essay.	Student presents complete and concise description of activity. Information presented in logical, interesting sequence which reader can follow. Student makes seamless transitions between activity description and role of self and others.
Content	Student fails to convey understanding of engagement activity or their own role in exercise. Response does not meet 250 word minimum and includes several spelling and grammatical errors.	Response supports an understanding of the engagement activity but fails to explain personal role of student. Reflection does not meet 250 word minimum requirement and/or includes several spelling and grammatical errors.	Student demonstrates understanding of importance of activity. Supports awareness with examples. Reflection meets 250 word minimum. Essay contains little to no spelling or grammatical errors.	Student displays expert understanding of their own role in activity. Student provides information and examples to support that understanding. Reflection meets 250 word minimum with rich, varied, and correct language and grammar.
Relevance/ Critical Reflection	Student displays little to no understanding of engagement activity and unable to make any relevant connections to leadership theory or practice. Student fails to offer examples or connections to their own lives.	Student shows some ability to connect engagement activity with personal experiences. Connections either lack relevance or misunderstanding of activity. Student displays inability to provide significant personal examples.	Student exhibits comprehension of relationship between engagement experience and leadership. Connections between experiences and engagement exercise are mostly relevant. Student includes personal examples.	Student exhibits expert understanding of relationship between experience and personal leadership qualities. Response is relevant and makes clear connections between leadership theory and practice. Student incorporates personal examples and displays understanding of impact on others.
Important Information: Passing scores are determined by the individual scorer. Students are encouraged to aim for 2-3 points in each category.		Comments:		