

Grading Rubric for Final Reflection
HIST 531

	A	B	C	D-F
Service goals met	Clearly describes original learning goals and describes progress toward those goals. Discusses awareness of agency goals and strategies to meet service goals.	Refers to original learning goals. Describes experiences throughout the semester with acknowledgment of agency goals.	Describes service experiences without acknowledging larger goals of service agency.	Does not make connections between service experiences and larger issues.
Connections made between service and course topics	Recognizes intersections among gender, race, and class in service experiences. Relates experiences to specific readings from course. Provides quotations or direct references to texts to illustrate arguments.	Discusses broad connections among gender, race, and class with some reference to course readings.	Mentions course-related topics, but does not connect to specific readings.	Fails to make any links between service experiences and coursework.
Identifies changes over time	Demonstrates understanding of the ways in which societal issues have existed in the past and how they are similar or different in the present. Provides specific examples to illustrate arguments.	Places present-day issues into some historical context. Provides examples.	Mentions historical context but does not provide clear examples.	Fails to demonstrate any understanding of the past.
Mechanics and Presentation of Paper	There is an introductory paragraph where arguments are laid out. Information is well organized in a logical manner. Good transitions are made between paragraphs. A concluding paragraph sums up arguments succinctly. Proper sentence and paragraph structure. No grammatical or spelling errors.	There is an introductory paragraph and a concluding paragraph. Most information is organized in a logical manner. Transitions are made between most paragraphs. Good sentence and paragraph structure. Few grammatical or spelling errors. No major writing errors.	Poor introductory and concluding paragraphs. Writing lacks logical transitions. Information is not well laid out. Poor sentence and paragraph structure. Some grammatical or spelling errors. Some major writing errors: comma splices, agreement problems, tenses.	No introductory or concluding paragraphs. No transitions between paragraphs. Information is conveyed in a confusing manner. Inadequate sentence and paragraph structure. Numerous grammatical or spelling errors. Major writing errors: comma splices, agreement problems, tenses.
Additional Areas of Concern or Strength				