<table>
<thead>
<tr>
<th>Graded</th>
<th>Dimensions of Quality (Criteria)</th>
<th>NOVICE (Grade Range F – D)</th>
<th>APPRENTICE (Grade Range C)</th>
<th>PROFICIENT (Grade Range B)</th>
<th>DISTINGUISHED (Grade Range A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>AWARENESS OF PURPOSE OF SERVICE</td>
<td>Student demonstrates limited awareness of the purpose of service and obtaining AS-L credit.</td>
<td>Student expresses awareness of the purpose of service and a one-on-one connection with the experience, but it is not applied.</td>
<td>Student expresses empathy and/or awareness of personal role in service and applies it to a connection with solutions and the bigger picture.</td>
<td>Student expresses and acts out personal role in service and applies the experience to developing solutions.</td>
</tr>
<tr>
<td>Yes</td>
<td>CRITICAL THINKING</td>
<td>Student accepts things at face value, as if all opinions were created equal. Opinions are stated without argument.</td>
<td>Student accepts most things at face value, as if most opinions were created equal. Opinions are stated with limited argument.</td>
<td>Student begins to argue for conclusions based on objective evidence that express concrete arguments.</td>
<td>Student expresses an abstract level of responding which requires objective evidence. They demonstrate awareness of different perspectives, and weigh evidence to successfully argue for a conclusion/opinion.</td>
</tr>
<tr>
<td>Yes</td>
<td>APPLYING THE AS-L EXPERIENCE TO THE ACADEMIC KNOWLEDGE BASE AND OBJECTIVES OF THE COURSE</td>
<td>Student does not apply the academic knowledge base and objectives of the course to the service experience.</td>
<td>Student expresses some connection between the academic knowledge base and objectives of the course and the service experience.</td>
<td>Student develops a perspective built upon the academic knowledge base and objectives of the course that is linked to the service experience.</td>
<td>Student creates their own academic perspective infused with the knowledge base and objectives of the course and applies it to the service experience beyond the curriculum.</td>
</tr>
<tr>
<td>Yes</td>
<td>RESPONSIBILITY TO COMMUNITY</td>
<td>Student demonstrates a limited awareness of personal responsibility to community.</td>
<td>Student expresses insight into community issues pertinent to the service project and integrates a personal sense of responsibility to participating in a solution but does not apply that knowledge.</td>
<td>Student acknowledges a responsibility to community regarding issues pertinent to the service and expresses a commitment to working towards specific solution(s).</td>
<td>Student acknowledges a responsibility to community regarding issues pertinent to the service and expresses a commitment to working towards specific solutions. In addition, student gets others involved.</td>
</tr>
<tr>
<td>Optional</td>
<td>IMPACT ON STUDENT'S PERSONAL LIFE</td>
<td>Student expresses very limited or no connection between service and self.</td>
<td>Student expresses a connection between service and self.</td>
<td>Student expresses how they could change as a result of the service.</td>
<td>Student expresses change(s) in self because of the service.</td>
</tr>
<tr>
<td>Optional</td>
<td>[INSTITUTIONAL VALUES AND MISSION]</td>
<td>Student demonstrates a limited connectedness of the service experience to [institutional values].</td>
<td>Student expresses some connection between [institutional values] and service.</td>
<td>Student expresses empathy and awareness of personal role in [public leadership] through application of reflection on the service experience and creates their own perspective based on both theory and experience</td>
<td>Student fully incorporates the [institutions mission of public leadership] through application of reflection on the service experience and creates their own perspective based on both theory and experience.</td>
</tr>
</tbody>
</table>