

Community Engaged Learning at Western Community Partner Evaluation

Thank you for taking the time to evaluate the students who worked with you this term in a community project. As you are aware, these community projects were undertaken as part of a course, for which each student will receive credit. Therefore, as the students' community supervisor, it is important for us to understand the impact of our students on your organization. Please see the attached rubric, which will help you assess the students' contribution on a group and individual level and please award points as appropriate, first for the entire group, and then also for each individual student. The maximum a student is able to receive is 15 points.

Course:

Name of Community Partner Organization and Community Supervisor:

Group Mark (this mark will represent the impact of the student group as a whole)	
Area of Assessment	Points Rewarded (per rubric)
Engagement with Project	
Information Gathering, Selecting and Evaluating	
Depth of Critical Thought & Relevance to Course Content	
Accountability	
Deliverables	
Total Group Assessment	____/15

Comments:

Individual Student Mark Student Being Assessed:	
Area of Assessment	Points Rewarded (per rubric)
Engagement with Project	
Information Gathering, Selecting and Evaluating	
Depth of Critical Thought & Relevance to Course Content	
Accountability	
Deliverables	
Total Individual Assessment	____/15

Comments:

Individual Student Mark	
Student Being Assessed:	
Area of Assessment	Points Rewarded (per rubric)
Engagement with Project	
Information Gathering, Selecting and Evaluating	
Depth of Critical Thought & Relevance to Course Content	
Accountability	
Deliverables	
Total Individual Assessment	____/15

Comments:

Individual Student Mark	
Student Being Assessed:	
Area of Assessment	Points Rewarded (per rubric)
Engagement with Project	
Information Gathering, Selecting and Evaluating	
Depth of Critical Thought & Relevance to Course Content	
Accountability	
Deliverables	
Total Individual Assessment	____/15

Comments:

Individual Student Mark	
Student Being Assessed:	
Area of Assessment	Points Rewarded (per rubric)
Engagement with Project	
Information Gathering, Selecting and Evaluating	
Depth of Critical Thought & Relevance to Course Content	
Accountability	
Deliverables	
Total Individual Assessment	___/15

Comments:

Individual Student Mark	
Student Being Assessed:	
Area of Assessment	Points Rewarded (per rubric)
Engagement with Project	
Information Gathering, Selecting and Evaluating	
Depth of Critical Thought & Relevance to Course Content	
Accountability	
Deliverables	
Total Individual Assessment	___/15

Comments:

	Poor (0 marks)	Average (1 point)	Good (2 points)	Exemplary (3 points)
Engagement with Project	Student(s) showed no evidence of interest in the project or program and as a result was disengaged.	Student(s) showed minimal engagement with the project or program but did contribute to the project or program.	Student(s) showed interest in the project or program and did what was expected.	Student(s) showed great enthusiasm in the project/program and went above and beyond the expectations set out for them.
Information Gathering, Selecting and Evaluating	Student(s) gathered information that lacked relevance, quality, and depth.	Student(s) gathered information from a limited range of resources and displayed minimal effort in selecting quality resources.	Student(s) gathered information from a sufficient range of sources and the information was relevant to the project.	Students gathered information from a wide variety of resources. All sources are relevant and there is evidence that critical thought has gone into the appropriate selection of resources and information to complete the project.
Depth of Critical Thought & Relevance to Course Content	Student(s) did not demonstrate a great level of critical thought in the project. There was little evidence that students used discipline-specific knowledge acquired in their course to apply to the project.	It was evident that student(s) could see the connection to their discipline-specific knowledge acquired in their course, but they demonstrated minimal critical thought in engaging with the project and the issues.	Student(s) demonstrated a great deal of critical thought in their ability to make links between their community work and their discipline-specific knowledge acquired in their course.	Student(s) showed great evidence that they were making links between their community work and the discipline-specific knowledge acquired in their course. Student(s) generated ideas, and were always excited to push concepts further.
Accountability	Student(s) were not very reliable in their communications and follow up with the community partner. (i.e. did not show up for meetings, cancelled meetings, left significant gaps in time between communications)	Student(s) provided information and connected with the community partner only when asked.	Student(s) successfully attended all meetings, met project benchmarks, updated the supervisor on their progress, and were reliable to work with.	Student(s) went above and beyond what was required of them, and demonstrated eagerness in connecting with the community partner and engaging with the staff and/or volunteers of the organization, talking about project progress, and contributing in a meaningful way.
Deliverables	The deliverables that were agreed upon at the beginning of our engagement were never received by the organization.	The deliverables that were agreed upon at the beginning of our engagement were received, but not of high quality and not useful to the organization.	The “final product” is of good quality and a benefit to the community partner organization and will be used in a meaningful way.	The “final product” of the student(s’) work surpassed the expectations of the partner and will be used in a meaningful way.