

Portfolio Assessment

1. Describe one category of DD and its effects on life functioning.
Write an essay that describes the DD and list at least 3 meaningful functional consequences of that disability that you observed during your S.L. experience.
2. How have your perceptions or feelings about people with DD changed as a result of your S.L. experience.
For example, compare how or what you knew before to now.
3. Explain how your involvement at the service site assisted the person or persons with whom you interacted. What might be the long-term result for people with DD if many High School students were involved in this type of service learning?
4. Pick two of the following academic areas and tell how this experience improved your knowledge, skills, or attitudes in that area:
 - a. Literacy – survey development, interviews documentation, report writing, background research, reflection papers, portfolio development and assessment
 - b. Math – compiling statistics, developing tables and spreadsheets of data
 - c. Civics – Human Rights, ADA, advocacy awareness
 - d. Art – Alternate skills, life work, interests, and hobbies, art as expression of feelings and emotional requirements
 - e. Psychology – Human development, personal interaction, parent-child relationships, family issues, play as a learning experience
 - f. Career awareness – Human service options, therapeutic professionals, health care
 - g. Responsibility – Recognizing commitment and importance of reliability

The portfolio primarily asks you to write about your S.L. experience. Also, include in your portfolio other means that you feel will illustrate your experiences in relationship. The idea is to capture the experience so someone else would have a good idea of what you did. Consider including art, pictures, photographs, quotes from the people at you service learning experience, resources you identified along the way (e.g. helpful web sites, personal contacts, brochures, etc.).

Grading Rubric

- 3: Response provides compelling evidence that the student understands the concepts; explanations include multiple complex examples, reflective thought, and consideration of implications of the project beyond their immediate involvement.
- 2: Response describes adequate understanding of the concepts; explanations include simple examples, emerging reflective thought, and minimal consideration of implications of the project beyond their immediate involvement.
- 1: Response describes superficial understanding of the concepts; explanations include weak or irrelevant examples and consideration of implications of the project only in terms of student's own involvement.