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How to Use the Applied Learning Experience Observation Rubric

Review this handout alongside your Applied Learning Experience Observation Rubric.

YOUR ROLE: You will observe students as they lead a JA session with younger students. The observation rubric gives you a consistent way to document what you see and a structure for the feedback conversation afterward. You're not looking for perfection. You're capturing what they actually did.

SCORING SCALE: The rubric uses a 1 to 4 scale. Before you observe, read the scale at the top of the rubric so you understand what each score level means.

THE SEVEN CRITERIA: The rubric has seven criteria, each with a list of observable behaviors with checkboxes and scoring anchors. Read through all seven before the observation so you know what to watch for. During the session, check off behaviors as you see them. Do not score until the lesson is over so your scores reflect the full picture. The criteria are:

- Communication Modes
- Use of Kit Materials and Facilitation Tools
- Lesson Flow Fidelity and Pacing
- Real-Time Decision-Making
- Awareness of Student Participation Cues
- Inclusive Leadership Behaviors
- Professional Preparedness and Organization

AFTER THE OBSERVATION: For each criterion, read the scoring anchors and ask: which description best matches the overall pattern I observed? Assign a score to each criterion based on the overall pattern you observed, not a single moment. Score each student on their own merit, not against other students.

OVERALL LEADERSHIP FACILITATION LEVEL: After scoring all seven criteria, circle the rating that best reflects your overall impression of the student's leadership across the entire lesson. Strong Evidence—consistently demonstrated throughout. Clear Evidence—evident with minor gaps. Emerging Evidence—present but inconsistent. Limited Evidence—rarely demonstrated.

PROVIDE FEEDBACK: Record your observations in the **Leadership Strengths Observed** and **Growth Areas & Feedback** sections. Be specific. Point to what you actually observed.

> **Instead of:** *"Good job."*
>
> **Try:** *"You consistently adjusted your pacing when students looked confused."*

Address both strengths and growth areas. Students need to know what to keep doing and what to do differently. For many students, this may be the first time someone has given them specific feedback on how they lead. Make it count.