Service-Learning Rubric

Note to Students: Service-Learning is a teaching method that combines academic instruction, meaningful service, and critical reflective thinking to enhance student learning and civic responsibility. Use this rubric to evaluate your progress during your service-learning project, and once you've completed it.

	Strong Impact	Good Impact	Some Impact	Minimal Impact
1. Meet actual community needs	Determined by current research conducted or discovered by students with teacher assistance where appropriate	Determined by past research discovered by students with teacher assistance where appropriate	Determined by making a guess at what community needs may be	Community needs secondary to what a project teacher wants to do; project considers only student needs
2. Are coordinated in collaboration with community	Active, direct collaboration with community by the teacher and/or student	Community members act as consultant in the project development	Community members are informed of the project directly	Community members are coincidentally informed or not knowledgeable at all
3. Are integrated into academic curriculum	Service-learning as instructional strategy with content/service components integrated	Service-learning as a teaching technique with content/service components concurrent	Service-learning part of curriculum but sketchy connections, with emphasis on service	Service-learning supplemental to curriculum, in essence just a service project or good deed
4. Facilitate active student reflection	Students think, share, produce reflective products individually and as group members	Students think, share, produce group reflection only	Students share, With no individual reflective projects	Ran out of time for a true reflection; just provided a summary of events
5. Use new academic skill/knowledge in real world settings	All students have direct application of new skill or knowledge in community service	All students have some active application of new skill or knowledge	Some students more involved than others or little community service involvement	Skill knowledge used mostly in the classroom; no active community service experience
6. Help develop sense of caring for and about others	Reflections show affective growth regarding self in community and the importance of service	Reflections show generic growth regarding the importance of community service	Reflections restricted to pros and cons of particular service project regarding the community	Reflections limited to self-centered pros and cons of the service project
7. Improve quality of life for person(s) serviced	Facilitate change or insight; help alleviate a suffering; solve a problem; meet a need or address an issue	Changes enhance an already good community situation	Changes mainly decorative, but new and unique benefits realized in the community	Changes mainly decorative, but limited community benefit, or are not new and unique

Source: This rubric is taken from the Coverdell World Wise Schools publication, Looking at Ourselves and Others (Washington, DC: Peace Corps, 1998, p 6).