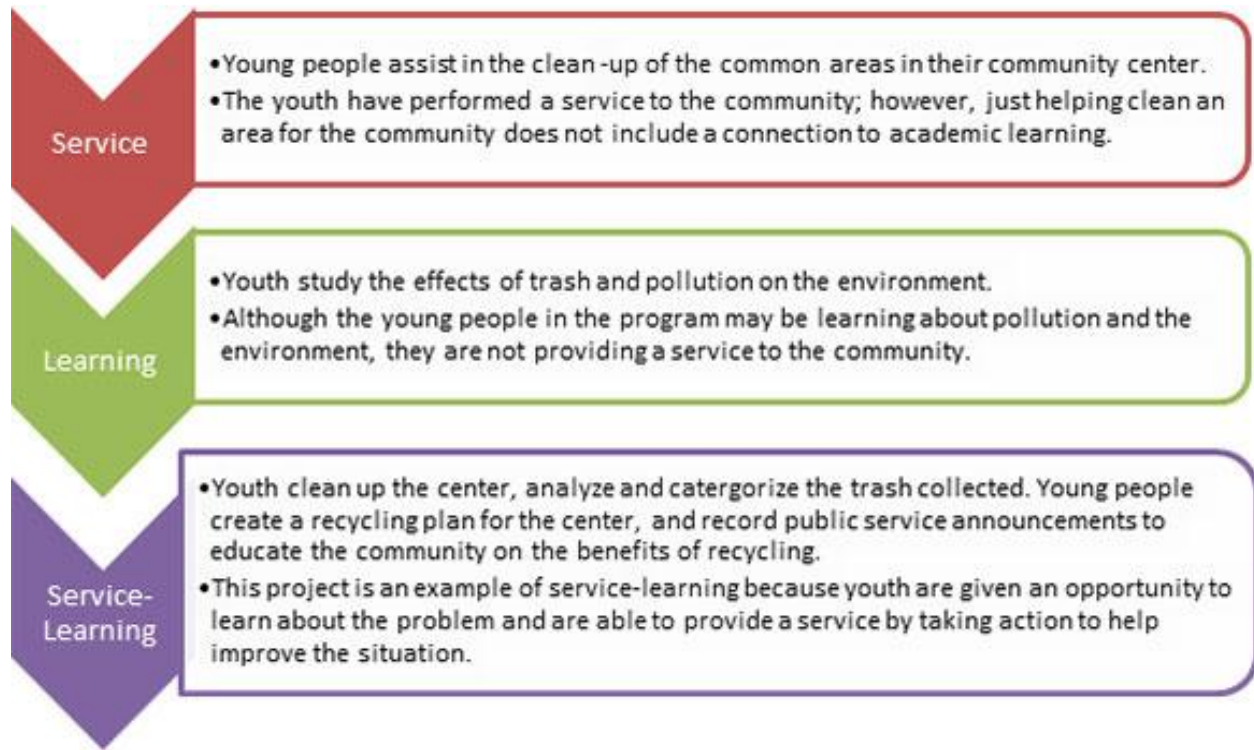
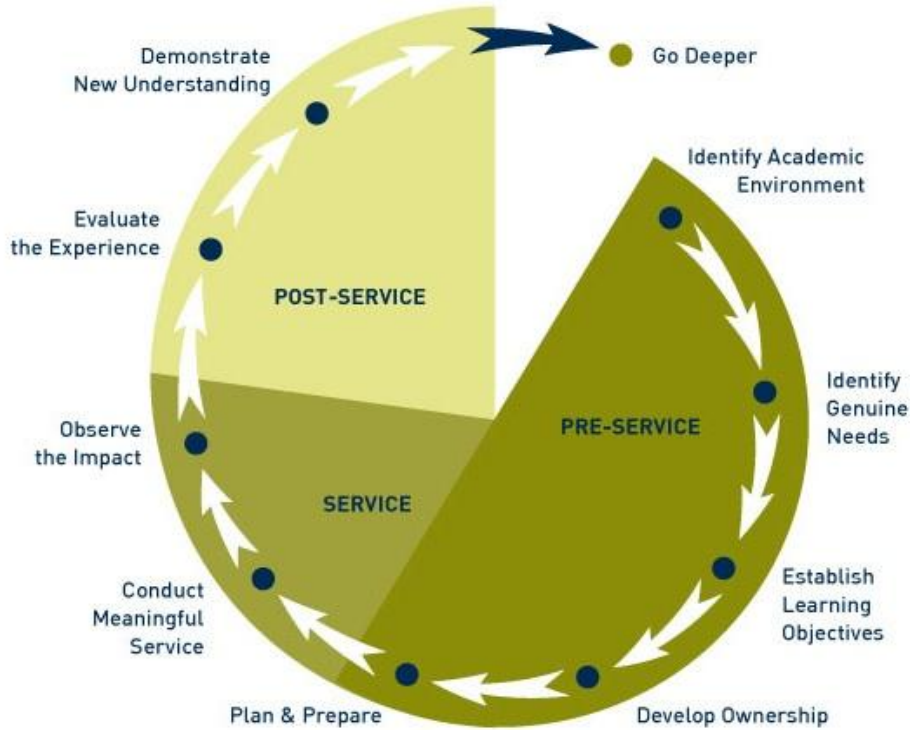
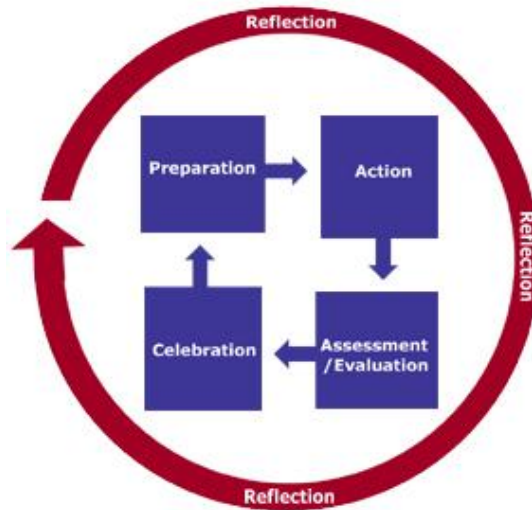


The Service-Learning Cycle





PAUL D. COVERDELL

worldwise schools

Service Learning Rubric

Service learning is a teaching method that combines meaningful service, academic instruction, and critical reflective thinking to enhance student learning and civic responsibility. The rubric below can help you assess the impact of service learning initiatives based on seven guidelines for quality service learning.

		<i>Strong Impact</i>	<i>Moderate Impact</i>	<i>Minimal Impact</i>
Meaningful Service	Meet actual community needs	Determined by current research conducted or discovered by students with teacher assistance	Determined by past research discovered by students with teacher assistance, or by predicting community needs	Community needs secondary to what a project teacher wants to do; project considers only student needs
	Collaborate with the community	Active, direct collaboration with community by the teacher and/or student	Community members act as consultants in the project development or are directly informed of service	Community members are coincidentally informed or not knowledgeable at all
	Improve quality of life for person(s) served	Facilitate change or insight; help alleviate a suffering; solve a problem; meet a need	Service provides new and unique benefits to community	Changes mainly decorative, but limited community benefit, or are not new and unique
Mastery of Curricular Objectives	Integrate with the academic curriculum	Service learning as instructional strategy with content/service components integrated	Service learning as a teaching technique with content/service components concurrent but not integrated; emphasis on service	Service learning supplemental to curriculum; just a service project or good deed
	Use new academic knowledge in real world settings	All students have direct application of new skill or knowledge in community service	Students have some active applications of new skill or knowledge; some have limited community service involvement	Skill knowledge used mostly in the classroom; no active service experience
Civic Development	Facilitate active student reflection	Students think, share, produce reflective products individually and as group members	Students think, share, produce group reflection only	Ran out of time for true reflection; just provided a summary of events
	Help develop sense of caring for and about others	Reflections show deep personal understanding of the importance of service and the ability to make a difference. Student likely to initiate further service	Reflections show some understanding of the importance of service and ability to make a difference. Student likely to serve again, if asked.	Reflections show student largely unaffected by the importance of service and his/her ability to make a difference. Student unlikely to serve again

This rubric is taken from the Coverdell World Wise Schools publication Looking at Ourselves and Others (Washington, DC: Peace Corps, 1998, p.6). It is also available online at <http://www.peacecorps.gov/wws/educators/servicelearning/>

National Service-Learning Standards 2009

http://nylc.org/sites/nylc.org/files/files/Standards_Oct2009-web.pdf

Standards and Indicators for Effective Practice

http://www.servicelearning.org/instant_info/fact_sheets/k-12_facts/standards

<http://www.nylc.org/k-12-service-learning-standards-quality-practice>