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<th>SCORE</th>
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1. **Meets a recognized community need (in areas of health, education, environment, and/or public safety).**
   - A. No need identified.
   - B. Need identified but its relevance to community is not explored in depth.
   - C. Need and its relevance are clearly identified and focused upon throughout the project.
   - D. Recognized need identified through research or a needs assessment.

2. **Achieve curricular objectives through service-learning.**
   - A. No link between curricular objectives and the project.
   - B. Implied link made to curricular objectives, but not intentionally developed.
   - C. Demonstrable link made to curricular objectives.
   - D. Many demonstrable links made to curricular objectives, state standards, core learning goals, and other educational reform initiatives.

3. **Reflect throughout service-learning experience.**
   - A. No reflection evident.
   - B. Brief reflection evident at conclusion of project.
   - C. Reflection completed periodically throughout the project addressing root causes of issues.
   - D. Reflection completed throughout the project addressing root causes of issues.
   - E. Reflection completed throughout the project addressing various learning styles and exploring causes of need, project impact, and personal and academic growth.

4. **Develop student responsibility.**
   - A. No student responsibility evident.
   - B. Students given some choice in project development.
   - C. Students share responsibility with educator for project development and implementation.
   - D. Students responsible for project creation, organization, and implementation.
5. **Establish community partnerships.**
   A. No community partnerships made.
   B. Limited contact with community partner(s) for information and resources.
   C. Students interact / meet with community partner(s). (e.g. CBO presents to class)
   D. Students and community partner(s) collaborate as an action team on project.

6. **Plan ahead for service-learning.**
   A. No planning evident.
   B. Minimal planning evident.
   C. Adequate planning evident to meet the community need and curricular goals.
   D. Extensive planning evident to focus the service-learning project on meeting the need and curricular goals (e.g. multidisciplinary initiatives, multiple partners, and school wide awareness and support of project.)

7. **Equip students with knowledge and skills needed for service.**
   A. No attempt made to equip students with knowledge and skills.
   B. Minimal knowledge / skills provided about the community need and its cause.
   C. Knowledge / skills provided about the community need, causes, and about civic engagement.
   D. Students equipped with demonstrable knowledge / skills about the community need, causes, and about active civic engagement.

Scoring Rubric:
- A score of B, C, or D on each Best Practice means a project is considered service-learning.
- A score of C or D on each Best Practice means a project is high quality service-learning.

Document based on a rubric developed by Susan Falcone as part of the MSSA Training Study Circle Group.