

## Rubric for Assessing the Use of Maryland's Seven Best Practices of Service Learning

School: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_ Course (grade, subject): \_\_\_\_\_

Email: \_\_\_\_\_ Number of students: \_\_\_\_\_

**SCORE:**

**COMMENTS:**

<input type="checkbox"/>	<p><b>1. Meets a recognized community need (in areas of health, education, environment, and/or public safety).</b></p> <ul style="list-style-type: none"> <li>A. No need identified.</li> <li>B. Need identified but its relevance to community is not explored in depth.</li> <li>C. Need and its relevance are clearly identified and focused upon throughout the project.</li> <li>D. Recognized need identified through research or a needs assessment.</li> </ul>	
<input type="checkbox"/>	<p><b>2. Achieve curricular objectives through service-learning.</b></p> <ul style="list-style-type: none"> <li>A. No link between curricular objectives and the project.</li> <li>B. Implied link made to curricular objectives, but not intentionally developed.</li> <li>C. Demonstrable link made to curricular objectives.</li> <li>D. Many demonstrable links made to curricular objectives, state standards, core learning goals, and other educational reform initiatives</li> </ul>	
<input type="checkbox"/>	<p><b>3. Reflect throughout service-learning experience.</b></p> <ul style="list-style-type: none"> <li>A. No reflection evident.</li> <li>B. Brief reflection evident at conclusion of project.</li> <li>C. Reflection completed periodically throughout the project addressing root causes of issues.</li> <li>D. Reflection completed throughout the project addressing root causes of issues.</li> <li>E. Reflection completed throughout the project addressing various learning styles and exploring causes of need, project impact, and personal and academic growth.</li> </ul>	
<input type="checkbox"/>	<p><b>4. Develop student responsibility.</b></p> <ul style="list-style-type: none"> <li>A. No student responsibility evident.</li> <li>B. Students given some choice in project development.</li> <li>C. Students share responsibility with educator for project development and implementation.</li> <li>D. Students responsible for project creation, organization, and implementation.</li> </ul>	

<input type="checkbox"/> <b>5. Establish community partnerships.</b> <ul style="list-style-type: none"> <li>A. No community partnerships made.</li> <li>B. Limited contact with community partner(s) for information and resources.</li> <li>C. Students interact / meet with community partner(s). (e.g. CBO presents to class)</li> <li>D. Students and community partner(s) collaborate as an action team on project.</li> </ul>	
<input type="checkbox"/> <b>6. Plan ahead for service-learning.</b> <ul style="list-style-type: none"> <li>A. No planning evident.</li> <li>B. Minimal planning evident.</li> <li>C. Adequate planning evident to meet the community need and curricular goals.</li> <li>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.)</li> </ul>	
<input type="checkbox"/> <b>7. Equip students with knowledge and skills needed for service.</b> <ul style="list-style-type: none"> <li>A. No attempt made to equip students with knowledge and skills.</li> <li>B. Minimal knowledge / skills provided about the community need and its cause.</li> <li>C. Knowledge / skills provided about the community need, causes, and about civic engagement.</li> <li>D. Students equipped with demonstrable knowledge / skills about the community need, causes, and about active civic engagement.</li> </ul>	

- 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.