

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



School System:

School:

Date:

Reviewed by:

Teacher:

Course (grade, subject):

Students:

Score		Comments
<input type="checkbox"/>	<p>1. Meets a recognized community need (in areas of health, education, environment and/or public safety)</p> <ul style="list-style-type: none"> 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 	
<input type="checkbox"/>	<p>2. Achieve curricular objectives through service-learning (for both infused and independent projects)</p> <ul style="list-style-type: none"> 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 education reform initiatives 	
<input type="checkbox"/>	<p>3. Reflect throughout the service-learning experience</p> <ul style="list-style-type: none"> 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 various learning styles and exploring causes of need, project impact, and personal and academic growth 	

<input type="checkbox"/> 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	
<input type="checkbox"/> 5. Establish community partnerships A – No community partnership 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	
<input type="checkbox"/> 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)	
<input type="checkbox"/> 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 MSDE Fellows Training Study Circle Group.