

Service Learning Rubric

Service learning is a teaching method that combines academic instruction, meaningful service, 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>Good Impact</i>	<i>Some Impact</i>	<i>Minimal Impact</i>
<i>1. Meet actual community needs</i>	Determined by current research conducted or discovered by students with teacher assistance	Determined by past research discovered by students with teacher assistance	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
<i>2. Collaborate with the community</i>	Active, direct collaboration with community by the teacher and/or student	Community members act as consultants in the project development	Community members are informed of the project directly	Community members are coincidentally informed or not knowledgeable at all
<i>3. Integrate with the academic curriculum</i>	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 with sketchy connections, with emphasis on service	Service learning supplemental to curriculum; just a service project or good deed
<i>4. Facilitate active student reflection</i>	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 true reflection; just provided a summary of events
<i>5. Use new academic knowledge in real world settings</i>	All students have direct application of new skill or knowledge in community service	All students have some active applications of new skill or knowledge	Some students more involved than others or limited community service involvement	Skill knowledge used mostly in the classroom; no active service experience
<i>6. Help develop sense of caring for and about others</i>	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 grower understanding of the importance of service and ability to make a difference. Student likely to serve again	Reflections show limited understanding of the importance of service. 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
<i>7. Improve quality of life for person(s) served</i>	Facilitate change or insight; help alleviate a suffering; solve a problem; meet a need	Changes enhance an already good community situation	Changes mainly decorative, but new and unique benefits realized in 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). It is also available online at <http://www.peacecorps.gov/wws/educators/servicelearning/>