

## 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><b>1. Meets a recognized community need (in areas of health, education, environment and/or public safety)</b>            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</p>	
<input type="checkbox"/> <p><b>2. Achieve curricular objectives through service-learning (for both infused and independent projects)</b>            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</p>	
<input type="checkbox"/> <p><b>3. Reflect throughout the service-learning experience</b>            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</p>	

<input type="checkbox"/>	<p><b>4. Develop student responsibility</b>  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</p>	
<input type="checkbox"/>	<p><b>5. Establish community partnerships</b>  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</p>	
<input type="checkbox"/>	<p><b>6. Plan ahead for service-learning</b>  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)</p>	
<input type="checkbox"/>	<p><b>7. Equip students with knowledge and skills needed for service</b>  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</p>	

**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.