

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. Use this rubric to evaluate your progress of your service-learning project, and once you've completed it.

	Strong Impact	Good Impact	Some Impact	Minimal Impact
1. Meet actual community needs	Determined by current research conducted or discovered by youth with educator's assistance where appropriate	Determined by past research discovered by youth with educator's assistance where appropriate	Determined by making a guess at what community needs are	Community needs secondary to what a project the educator wants to do; project considers only student needs
2. Are coordinated in collaboration with community	Active, direct collaboration with community by the educator and/or youth	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
3. Are integrated into curriculum	Service-learning as an instructional strategy with content/service components integrated	Service-learning as a teaching technique with content/service components concurrent	Service-learning part of curriculum or project work but sketchy connections, with emphasis on service	A service project or good deed not tied to learning
4. Facilitate active student reflection	Youth think, share, produce reflective products individually and as group members	Youth think, share, produce group reflection	Youth share individual reflective projects	Reflection is just a summary of events
5. Use new skill/knowledge in real world settings	All youth have direct application of new skill or knowledge in community service	All youth have some active application of new skill or knowledge	Some youth more involved than others or little community service involvement	Knowledge used mostly in the classroom or project work; no active community service

				experience
6. Help develop sense of caring for and about others	Reflections show growth regarding self in community and the importance of service	Reflections show generic growth regarding the importance of community service	Reflections restricted to pros and cons of particular service project regarding the community	Reflections limited to self-centered pros and cons of the service project
7. Improve quality of life for person(s) served	Facilitate change or insight; solve a problem; meet a need or address an issue	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).