

Rubric for Assessing Quality of the Service-Learning Experience¹

Wisconsin Department of Public Instruction

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Clear educational goals that are challenging and standards-based.	Standards provide the framework for the project. Project requires the application of 21 st century skills leading toward mastery of the standards. Students construct knowledge through challenging tasks as part of a rigorous and relevant curriculum.	Project work leads students toward mastery of more complex skills in a rigorous and relevant curriculum. Instruction assists students in completion of project, though the link may not be direct and intentional.	Basic skills are incorporated into project work which can lead students to higher level learning, but aren't essential to project implementation. Attainment of some 21 st century skills is apparent as a result of project work.	Project uses skills which can be found in the standards, but they aren't the foundation out of which the project grows. Skills incorporated into project work do not stretch students cognitively and developmentally.
Meet genuine needs through direct service.	Project has clear goals and significant consequences for participants and others. Promotes communication and interaction with the community, including direct contact with the people being served. Project lasts at least one semester and focuses on advocacy.	Project addresses a real need, but does little to contribute toward a solution. Some communication and interaction with the community is central to the project. Project is longer term in nature and in impact.	Community needs assessment is done in isolation from the community. Weak or non-existent partnerships. Project includes minimal direct contact with those being served. Service results only in short term impact.	Project involves students providing indirect service and no contact with population being served. Project is determined without a community needs assessment being conducted and has an immediate impact on the problem being addressed with no lasting change being apparent.
Diverse student voice in decision-making.	Meaningful student roles in decision-making which include diverse students in selecting, designing, implementing, and evaluating the experience. Diversity of student opinions, backgrounds, and abilities honored throughout.	Teacher works with students in determining project based on standards. All students work collaboratively to develop project plan and take leadership for carrying out tasks.	Teacher determines project and offers some guidance in organizing and completing project tasks. A core group of students provide leadership in carrying out specific project tasks rather than providing for wider student ownership.	Teacher determines project without student input. Task completion is determined and monitored by teacher.
Thorough student preparation and thoughtful reflection.	Students are prepared for all aspects of their service work. Reflection takes place throughout using multiple methods that encourage higher order thinking. Students are a central force in the design and fulfillment of objectives.	Meaningful reflection is planned and integral to the project. Reflection includes some emphasis on higher order thinking skills. Students are prepared for service-related tasks in connection with skill instruction.	Reflection consists of documenting progress of project and has little to do with skills being developed. Students are prepared for service-related tasks as needed.	Only basic reflection is provided for at the end of the project. Preparation for service is not planned for strategically.
Assessment evaluates and enhances learning.	Assessment planned which enhances student learning and evaluates student progress in meeting standards. Students participate as partners in the process.	Assessment provides a picture of student functioning throughout the project and guides instruction. Teacher determines process with student input.	Teacher plans for assessment to measure outcome of learning activities separate from project work. Little to no student input into the process	Assessment confined to documenting student progress toward mastery of standards. Students have no input into the assessment process.

¹Based on study conducted by RMC Research Corporation. Billig, Shelley; Root, Susan; and Jesse, Daniel. *The Impact of Service-Learning on High School Students' Civic Engagement*. RMC Research Corporation, 2006.