

## Service Learning Rubric

<b>Standard(s):</b> A3. <u>Taking Action Using Social Studies Knowledge and Skills</u> Students select, plan, and implement a <i>civic action</i> or <i>service-learning</i> project based on a community, school, State, national, or international asset or need, and evaluate the project's effectiveness and civic contribution.				
Performance Indicators	4 Exceeds Standards	3 Meets Standards	2 Developing	1 Beginning
<b>Selecting</b>	Student's proposal investigates a need and solution to a significant problem and their problem statement and rationale examine both in detail with exceptional data to support claims.	Student writes a proposal for the service learning project, including a problem statement and rationale that outlines the necessity of the project and the projected outcomes supporting both with adequate data.	Student's proposal begins to identify a need through his/her problem statement and rationale, but neglects to fully explore the need and/or solution.	Student does not choose a project based on need and/or does not propose an adequate solution.
<b>Planning</b>	Student fully immerses him/herself in multiple levels of the planning and organization of service learning event.	Student actively involves him/herself in the planning and organization of service learning event.	Student inconsistently involves him/herself in the planning and organization of service learning event.	Student minimally or does not involve him/herself in the planning and organization of service learning event
<b>Action</b>	Student fulfills multiple roles inserting him/herself into areas of need in order to help the team and authentically engages with the community to enhance the experience.	Student actively fulfills assigned role and engages effectively with the community.	Student inconsistently fulfills assigned role and superficially engages with the community.	Student minimally or does not fulfill assigned role and minimally or does not engage with the community.

<b>Reflection</b>	Student reflects on their roles, their learning, and the responsibility of the team members to assess the process, actions, and skills that enhanced and hindered the success of the project.	Student reflects on their role(s), their learning, and the responsibility of the team members to evaluate individual and group successes and areas of need.	Student reflects on the event and expresses some thought into his/her role in it, but does not connect action and outcome.	Student does not reflect with any substance on the experience.
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