

Direct Service Learning

What is Service Learning?

Service Learning combines service to the community with student learning in a way that improves both the student and the community.

According to the National and Community Service Trust Act of 1993, Service Learning:

- Is a method whereby students learn and develop through active participation in thoughtfully organized service that is conducted in and meets the needs of communities;
- Is coordinated with a school and the community;
- Helps foster civic responsibility;
- Is integrated into and enhances the academic and technical curriculum of the students;
- Provides structured time for students to reflect on the service experience.

The Service Learning Rubric, developed as the performance assessment tool, is based upon this definition. This rubric should be used for students and teachers to design, implement and evaluate service learning projects.

High Performance Standard:

Students enrolled in SM225 – Leadership will achieve 3 out of 4 on their service learning project.

Scoring with the Rubric

The rubric is divided into two parts. Part I assists with evaluating the quality of the project. Part II assists with evaluating the quality of individual student participation.

Here are recommended ways to use the Service Learning Rubric for Project Evaluation:

To use rubric with group service learning projects:

- Evaluate the group project using Part I.
- Transfer the score from Part I to each group member's evaluation form. (The score will be the same for all group members.)
- Evaluate each individual student using Part II.
- Compile a total score by adding Part I and Part II.

Direct Service Learning Rubric for Project Evaluation

SM208 – Personnel Supervision

Student Name _____

Group Name/Members Names _____

Title of Project _____

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PART I	4 Strong Impact	3 Good Impact	2 Some Impact	1 Minimal Impact	Score
Meet actual community needs	Determined by current research conducted or discovered by student(s) with teacher assistance where appropriate	Determined by past research discovered by student(s) with teacher assistance where appropriate	Determined by making a guess at what community needs may be	Community needs secondary to what teacher wants to do OR considers only student(s) needs	
Coordinated in collaboration with community	Active, direct collaboration with community by student(s) and teacher	Community members act as consultants in the project development	Community members are informed of the project directly	Community members are coincidentally informed or not at all knowledgeable	
Integrated in SM225 – Leadership curriculum content	Service learning as instructional strategy with content and service components integrated	Service learning as a teaching technique with content and service components concurrent	Service learning part of curriculum but connections not clearly defined, with emphasis on service	Service learning supplemental to curriculum, in essence just a service project or good deed	
Improve quality of life for person(s) served	Facilitate change or insight; Help alleviate suffering; 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, of limited benefit, or are not new and unique	
Score, Part I					

PART II	4 Strong Impact	3 Good Impact	2 Some Impact	1 Minimal Impact	Score
Facilitate active student reflection	Student thinks, shares, and produces reflective products individually and as group member	Student thinks, shares, and produces individual OR group-generated reflective products, but not both	Student reflects orally but produces no reflective products	Student ran out of time for true reflection; Just provided a summary of events	_____
Use new academic skill/ knowledge in real world settings to extend beyond the classroom	Student has direct application of new skill or knowledge (academic and technical) in service to community	Student has some active application of new skill or knowledge (academic and technical)	Student less involved than other group members OR Student provides little service to community	Skill and knowledge used mostly in the organization; No active community service experience	
Help develop sense of caring for and about others	Reflections show affective growth regarding self in community and the importance of service	Reflections show generic growth regarding the importance of 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	
Student ownership of project	Student involved in all aspects of project planning and decision making	Student involved in most (more than 50%) of project planning and decision making	Student involved in some (less than 50%) of project planning and decision making	Student does not plan or make decisions about the project	
Score, Part II					

Part I Score: _____

Part II Score: _____

Total Score: _____

Average p/Section (32/x): _____

Comments: