



Service-Learning Project Criteria

Directions: Students check off each task as they complete items, and list artifacts included in the application for Seal of Civics Excellence. The school designee will sign off on each item.

| Criteria Points | Student Completed Task | Artifacts Included | School Designee sign off on completed task |
|---|---|---------------------------|--|
| Identifying Problems: Student(s) brainstorm in writing the ways in which they can help their world or their local community. | <input type="checkbox"/> Yes <input type="checkbox"/> No | | <input type="checkbox"/> Yes <input type="checkbox"/> No Initials: _____ |
| Student Explanation of Process and Reasoning for Identifying Problems | | | |
| Selecting a Problem(s): Students work through selecting the problem, issue, or service area address that best suit them personally for individual projects and/or use a democratic process to vote on a problem, issue, or service area to address that works for the entire class for class projects. | <input type="checkbox"/> Yes <input type="checkbox"/> No | | <input type="checkbox"/> Yes <input type="checkbox"/> No Initials: _____ |
| Student Explanation of Process and Reasoning: | | | |
| Researching the problem: Students should gather and evaluate data regarding the problem or issue to determine the process to address the problem. (ex. online polls, create graphs, etc.) Students should summarize their findings using images, graphs, and other multimedia elements in a digital or physical portfolio. | <input type="checkbox"/> Yes <input type="checkbox"/> No | | <input type="checkbox"/> Yes <input type="checkbox"/> No Initials: _____ |
| Implementation: Student(s) should describe their process in implementing their service-learning project. | <input type="checkbox"/> Yes <input type="checkbox"/> No | | <input type="checkbox"/> Yes <input type="checkbox"/> No Initials: _____ |

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| <p>Student Explanation of Implementation of Process to Address Problem:</p> | | | |
| <p>Develop a portfolio to present your research: Students should create a presentation portfolio using the first 4 steps of the project to be presented in an academic setting to an authentic audience.</p> | <input type="checkbox"/> Yes <input type="checkbox"/> No | | <input type="checkbox"/> Yes <input type="checkbox"/> No Initials: _____ |
| <p>Impact: Projects should utilize multiple stakeholders for the assessment process: Student should provide analysis and reflection of the actual realized impact of the process to address their problem that they implemented. <i>Example:</i></p> <ul style="list-style-type: none"> • Who was the community (audience for project) • How did it impact the community | <input type="checkbox"/> Yes <input type="checkbox"/> No | | <input type="checkbox"/> Yes <input type="checkbox"/> No Initials: _____ |
| <p>Presenting your Portfolio to an authentic audience: Students should present their findings to the school, each other, and outside stakeholders in authentic environments. They can develop posters, website, blog or other means to promote their call to action or develop a simple website.</p> | <input type="checkbox"/> Yes <input type="checkbox"/> No | | <input type="checkbox"/> Yes <input type="checkbox"/> No Initials: _____ |
| <p>Student Explanation of Process and Reasoning:</p> | | | |
| <p>Reflection: Students should complete a written reflection as they think back on what they gained from journeying through this project. Reflection might include the following:</p> <ul style="list-style-type: none"> • What did you learn about the topic? <ul style="list-style-type: none"> ○ What did you learn about yourself? ○ How has participation in this process impacted you? ○ Why is community engagement important? | <input type="checkbox"/> Yes <input type="checkbox"/> No | | <input type="checkbox"/> Yes <input type="checkbox"/> No Initials: _____ |

