

## Work & Family Studies Performance Measure

# Community/School Partnerships: Service Learning

Community/School Partnerships is one performance measure for students enrolled in Work & Family Studies programs, which include:

- High School Work & Family Life
- Middle School Work & Family Life
- GRADS

The performance measure states:

### **(16) Community/School Partnerships**

#### High Performance Standard:

Students enrolled in Work and Family Studies will achieve an 80% score on their service learning project; measuring performance with a rubric or other validated assessment instruments.

#### Working Definition:

The percentage of students enrolled in Work and Family Studies who obtain the benchmark on their service learning project and assessed with the performance assessment tool.

## 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.

## 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.

**To use rubric with individual service learning projects:**

- Complete Parts I and II for each student.
- Compile a total score by adding Part I and Part II.

## **Review Panel**

The following teachers reviewed and contributed to the development of the Service Learning Rubric for Project Evaluation:

**Sarita Fenn**, Work & Family Life Teacher, Amanda-Clearcreek High School

**Bryan Fraley**, Culinary Arts & Food Service Manager Teacher, Upper Valley Joint Vocational School

**Pat Fuller**, Work & Family Life Teacher, Cleveland Heights High School

**Lorene Gregory**, Work & Family Life Teacher, Perkins High School

**Connie Gross**, Work & Family Life Teacher, South Webster High School

**Sheila Hamm**, Culinary Arts & Food Service Manager Teacher, Tri-Rivers Career Center

**Denise Harrison**, Early Childhood Education and Care Teacher, Medina County Career Center

**Kim Miley**, Work & Family Life Teacher, Springfield North High School

**Brenda Nie**, Work & Family Life Teacher, Ripley Jr/Sr High School

**Teresa Nuzum**, Work & Family Life Teacher, Northwestern Middle School

**Cathy Jo Reynolds**, Work & Family Life Teacher, Northwest High School

**Anne Rolfes**, Work & Family Life Teacher, Princeton High School

# Service Learning Rubric for Project Evaluation

## Family and Consumer Sciences Education

Adapted from rubric framework developed by Dr. Mary J. Seike, UNI

Student Name \_\_\_\_\_  
 Group Name/Members Names \_\_\_\_\_  
 Title of Project \_\_\_\_\_

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- Helps foster civic responsibility;
- Is integrated into and enhances the academic and technical curriculum of the students;
- Provides structured time for students or participants to reflect on the service experience.

<b>PART I</b>	<b>4 Strong Impact</b>	<b>3 Good Impact</b>	<b>2 Some Impact</b>	<b>1 Minimal Impact</b>	<b>Score</b>
<b>Meet actual community needs</b>	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	_____
<b>Coordinated in collaboration with community</b>	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	_____
<b>Integrated in Family and Consumer Sciences curriculum content</b>	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	_____
<b>Improve quality of life for person(s) served</b>	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	_____
<b>Score, Part I</b>					_____

<b>PART II</b>	<b>4 Strong Impact</b>	<b>3 Good Impact</b>	<b>2 Some Impact</b>	<b>1 Minimal Impact</b>	<b>Score</b>
<b>Facilitate active student reflection</b>	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	_____
<b>Use new academic skill/ knowledge in real world settings to extend beyond the classroom</b>	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	_____
<b>Help develop sense of caring for and about others</b>	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	_____
<b>Student ownership of project</b>	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	_____
<b>Score, Part II</b>					_____

**Part I Score:** \_\_\_\_\_

**Part II Score:** \_\_\_\_\_

**Total Score:** \_\_\_\_\_

**Maximum of 32 Points**

**Comments:**