

**CIVIC LEARNING AWARD FINAL SCORE SUMMARY**

Evaluator: \_\_\_\_\_

Name of School: \_\_\_\_\_

Name of School District: \_\_\_\_\_

**SCORES**

Civic learning class/club/program description #1

Civic learning class/club/program description #2

Civic learning class/club/program description #3

Grand Total SCORE:

Additional Comments (*optional*):

# Civic Learning Award Rubric

*(Based primarily on the research-based proven practices in civic education described in pages 4 and 5 of the award application.)  
Please use this rubric to rate each civic learning opportunity description; prepare a separate rubric for each class/club/program description submitted.*

Name of School: \_\_\_\_\_

Name of School District: \_\_\_\_\_

Civic learning class/club/program description #1 \_\_\_\_\_ #2 \_\_\_\_\_ #3 \_\_\_\_\_

Name of class/club/program \_\_\_\_\_

Evaluator: \_\_\_\_\_

Rating Factor	Score	Quality of Class/Club/Program: Outstanding (5 points)	Quality of Class/Club/Program: Excellent (3 points)	Quality of Class/Club/Program: Merit (2 points)	Quality of Class/Club/Program: Basic (1 point)	No Credit
<b>SECTION A</b>						
<b>1. Number of civic learning proven practices</b>		Award <b>5</b> points for <b>4</b> or more proven practices.	Award <b>3</b> points for <b>3</b> proven practices.	Award <b>2</b> points for <b>2</b> proven practices.	Award <b>1</b> point for <b>1</b> proven practice.	Award <b>no</b> points for <b>no</b> proven practices.
<b>2. Percentage of students who participate by the time of promotion from the school</b>		Award <b>10</b> points for <b>76–100%</b> participation.	Award <b>6</b> points for <b>50–75%</b> participation.	Award <b>4</b> points for <b>26–49%</b> participation.	Award <b>2</b> points for <b>3–25%</b> participation.	Award <b>no</b> points for less than <b>3%</b> participation.
<b>3. Number of years offered</b>		Award <b>5</b> points for classs/clubs/ programs offered for <b>5 or more</b> years.	Award <b>3</b> points for classs/clubs/ programs offered for <b>3–4</b> years.	Award <b>2</b> points for classs/clubs/ programs offered for <b>1–2</b> years.	Award <b>1</b> point for classs/clubs/ programs in their first year.	Award <b>no</b> points if this is not checked or described on the application.
<b>4. Total time students are engaged in civic learning proven practices</b>		Award <b>10</b> points for <b>long-term</b> duration, i.e., <b>11 or more class periods or the equivalent</b> (such as once a week for a semester or every class period for a month or more).	Award <b>6</b> points for <b>mid-length</b> duration, i.e., <b>6–10 class periods or the equivalent</b> (such as once a week for 10 weeks or every class period for 2 weeks).	Award <b>4</b> points for <b>short-term</b> duration, i.e., <b>2–5 class periods or the equivalent</b> (such as once a week for up to 5 weeks or every class period for a week).	Award <b>2</b> points for <b>1 occurrence</b> (such as 1 class period or 1 event).	Award <b>no</b> points if this is not indicated on the application.

Rating Factor	Score	Quality of Class/Club/ Program: Outstanding (5 points)	Quality of Class/Club/ Program: Excellent (3 points)	Quality of Class/Club/ Program: Merit (2 points)	Quality of Class/Club/ Program: Basic (1 point)	No Credit
<b>5. Method of assessment</b>		Award <b>5</b> points if <b>3</b> assessments are checked on the application.	Award <b>3</b> points if <b>2</b> assessments are checked on the application.	Award <b>2</b> points if <b>1</b> assessment is checked on the application.		Award <b>no</b> points if no assessments are checked on the application.
<b>SECTION A TOTAL (items 1–5)</b>						
<b>SECTION B</b>						
<b>1. Proven Practice #1:</b> <i>Provide instruction in government, history, law, and democracy that is not done by rote.</i>		The <b>formal instruction</b> described is part of a <b>required</b> class, and shows evidence of learning beyond rote by including at least <b>one</b> of the following: inquiry-based instruction, project-based learning, in-depth research projects, document-based questions, or oral presentations.	The <b>formal instruction</b> described is part of an <b>elective</b> class, and shows evidence of learning beyond rote by including at least <b>one</b> of the following: inquiry-based instruction, project-based learning, in-depth research projects, document-based questions, or oral presentations.	The <b>formal instruction</b> described is <b>not part of an academic</b> class, and shows evidence of learning beyond rote by including at least <b>one</b> of the following: inquiry-based instruction, project-based learning, in-depth research projects, document-based questions, or oral presentations.	The description of the activity provides <b>little evidence</b> of this proven practice.	Not checked on the application or described.

Rating Factor	Score	Quality of Class/Club/ Program: Outstanding (5 points)	Quality of Class/Club/ Program: Excellent (3 points)	Quality of Class/Club/ Program: Merit (2 points)	Quality of Class/Club/ Program: Basic (1 point)	No Credit
<p><b>2. Proven Practice #2:</b> <i>Discuss current local, national, or international issues and events.</i></p>		<p><b>Includes discussion of current issues and events with evidence of three of the following:</b></p> <ul style="list-style-type: none"> <li>• Issues are <b>local or state</b>.</li> <li>• Issues are <b>national or international</b>.</li> <li>• Students <b>view issues as important to their lives</b>.</li> <li>• Discussions are <b>carefully moderated so students are welcome to speak from a variety of perspectives</b>.</li> <li>• Students complete an activity that demonstrates <b>deeper learning of current issues or events</b>.</li> </ul>	<p><b>Includes discussion of current issues and events with evidence of two of the following:</b></p> <ul style="list-style-type: none"> <li>• Issues are <b>local or state</b>.</li> <li>• Issues are <b>national or international</b>.</li> <li>• Students <b>view issues as important to their lives</b>.</li> <li>• Discussions are <b>carefully moderated so students are welcome to speak from a variety of perspectives</b>.</li> <li>• Students complete an activity that demonstrates <b>deeper learning of current issues or events</b>.</li> </ul>	<p><b>Includes discussion of current issues and events with evidence of one of the following:</b></p> <ul style="list-style-type: none"> <li>• Issues are <b>local or state</b>.</li> <li>• Issues are <b>national or international</b>.</li> <li>• Students <b>view issues as important to their lives</b>.</li> <li>• Discussions are <b>carefully moderated so students are welcome to speak from a variety of perspectives</b>.</li> <li>• Students complete an activity that demonstrates <b>deeper learning of current issues or events</b>.</li> </ul>	<p>The description of the activity provides <b>little evidence</b> of this proven practice.</p>	<p>Not checked on the application or described.</p>

Rating Factor	Score	Quality of Class/Club/ Program: Outstanding (5 points)	Quality of Class/Club/ Program: Excellent (3 points)	Quality of Class/Club/ Program: Merit (2 points)	Quality of Class/Club/ Program: Basic (1 point)	No Credit
<p><b>3. Proven Practice #3:</b> <i>Perform school or community service linked to the formal curriculum and classroom instruction (e.g., service learning).</i></p>		<p><b>Includes service learning</b>, e.g., community service that has a formal link to the classroom curriculum, including <b>three</b> or more of the following:</p> <ul style="list-style-type: none"> <li>• Consciously <b>pursues civic outcomes</b>, rather than seeks only to improve academic performance or to promote higher self-esteem.</li> <li>• Allows students to engage in <b>meaningful work on serious school or public issues</b>.</li> <li>• Gives <b>students a role in choosing and designing their projects</b>.</li> <li>• Students <b>reflect</b> on the service work.</li> <li>• Allows older students to <b>pursue political or school policy responses</b> to problems in ways that are consistent with laws that require public schools to be nonpartisan.</li> <li>• Sees service learning as <b>part of a broader philosophy</b> toward education, not just a program that is adopted for a finite period in a particular class.</li> </ul>	<p><b>Includes service learning</b>, e.g., community service that has a formal link to the classroom curriculum, including <b>two</b> of the following:</p> <ul style="list-style-type: none"> <li>• Consciously <b>pursues civic outcomes</b>, rather than seeks only to improve academic performance or to promote higher self-esteem.</li> <li>• Allows students to engage in <b>meaningful work on serious school or public issues</b>.</li> <li>• Gives <b>students a role in choosing and designing their projects</b>.</li> <li>• Students <b>reflect</b> on the service work.</li> <li>• Allows older students to <b>pursue political or school policy responses</b> to problems in ways that are consistent with laws that require public schools to be nonpartisan.</li> <li>• Sees service learning as <b>part of a broader philosophy</b> toward education, not just a program that is adopted for a finite period in a particular class.</li> </ul>	<p><b>Includes service learning</b>, e.g., community service that has a formal link to the classroom curriculum, including <b>one</b> of the following:</p> <ul style="list-style-type: none"> <li>• Consciously <b>pursues civic outcomes</b>, rather than seeks only to improve academic performance or to promote higher self-esteem.</li> <li>• Allows students to engage in <b>meaningful work on serious school or public issues</b>.</li> <li>• Gives <b>students a role in choosing and designing their projects</b>.</li> <li>• Students <b>reflect</b> on the service work.</li> <li>• Allows older students to <b>pursue political or school policy responses</b> to problems in ways that are consistent with laws that require public schools to be nonpartisan.</li> <li>• Sees service learning as <b>part of a broader philosophy</b> toward education, not just a program that is adopted for a finite period in a particular class.</li> </ul>	<p>Involves only community-service hours or volunteer work that is <b>not linked to the curriculum</b>.</p>	<p>Not checked on the application or described.</p>

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<b>4. Proven Practice #4:</b> <i>Offer extracurricular activities that provide opportunities for young people to get involved in their schools or communities.</i>		Includes <b>three or more extracurricular activities</b> that <b>incorporate at least two</b> of the following: <ul style="list-style-type: none"> <li>• The purpose is to improve the school or community.</li> <li>• Students have a significant voice in making decisions about what they do.</li> <li>• The extracurricular activity is open to all students.</li> </ul>	Includes <b>two extracurricular activities</b> that <b>incorporate at least two</b> of the following: <ul style="list-style-type: none"> <li>• The purpose is to improve the school or community.</li> <li>• Students have a significant voice in making decisions about what they do.</li> <li>• The extracurricular activity is open to all students.</li> </ul>	Includes <b>one extracurricular activity</b> that <b>incorporate at least two</b> of the following: <ul style="list-style-type: none"> <li>• The purpose is to improve the school or community.</li> <li>• Students have a significant voice in making decisions about what they do.</li> <li>• The extracurricular activity is open to all students.</li> </ul>	The description of the activity provides <b>little evidence</b> of this proven practice.	Not checked on the application or described.
<b>5. Proven Practice #5:</b> <i>Encourage participation in classroom and/or school governance.</i>		Participation in classroom and/or school governance includes evidence of <b>three</b> substantive instances of participating in management of students' own classroom or having a voice in school-wide decisions.	Participation in classroom and/or school governance includes evidence of <b>two</b> substantive instances of participating in management of students' own classroom or having a voice in school-wide decisions.	Participation in classroom and/or school governance includes evidence of <b>one</b> substantive instance of participating in management of students' own classroom or having a voice in school-wide decisions.	The description of the activity provides <b>little evidence</b> of this proven practice.	Not checked on the application or described.
<b>6. Proven Practice #6:</b> <i>Encourage student participation in simulations or role-plays of democratic processes and procedures.</i>		Includes participation in <b>one long-term simulation or role-play and/or three or more short-term simulations or role-plays</b> . A long-term simulation might involve students researching and studying their roles over an extended period of time.	Includes participation in <b>two short-term</b> simulations or role-plays of democratic processes, such as a mock election for which preparation and participation occurs during one week.	Includes participation on <b>one short-term</b> simulation or role-play of a democratic process, such as a mock election for which preparation and participation occurs during one week.	The description of the activity provides <b>little evidence</b> of this proven practice.	Not checked on the application or described.

Rating Factor	Score	Quality of Class/Club/ Program: Outstanding (5 points)	Quality of Class/Club/ Program: Excellent (3 points)	Quality of Class/Club/ Program: Merit (2 points)	Quality of Class/Club/ Program: Basic (1 point)	No Credit
<b>7. Articulation with California State Standards</b>		The description of the activity provides evidence of articulation with at least <b>three</b> California State Standards.	The description of the activity provides evidence of articulation with at least <b>two</b> California State Standards.	The description of the activity provides evidence of articulation with at least <b>one</b> California State Standard.	The description of the activity provides <b>little evidence</b> of articulation with California State Standards.	Not checked on the form or described.
<b>8. Other Practices</b>		The description of the activity (or the supplement) includes one or more other practices <b>and how each practice leads to civic outcomes.</b>	One other practice is <b>more fully described</b> in the written description or supplement. For example, students meet with civic role models, such as the mayor, from whom they learn about current issues facing the city.	One other practice is <b>mentioned</b> in the written description or supplement with <b>limited detail</b> . For example, it may include one phrase such as "civic role models" or "teaching digital literacy."	The description of the activity provides <b>little evidence</b> of other practices.	Not checked on the application or described.
<b>9. What is the purpose of the class/club/program?</b>		The description of the activity includes a <b>clear and significant civic learning purpose</b> that has a <b>strong connection</b> to students' learning activities and outcomes.	The description of the activity includes a <b>solid civic learning purpose</b> that has a <b>connection</b> to students' learning activities and/or outcomes.	The description of the activity includes a <b>narrow civic learning purpose</b> with a <b>connection</b> to students' learning activities and/or outcomes, e.g., learning to vote.	The description of the activity contains only a <b>vague civic learning purpose.</b>	Not described on the application.
<b>10. What are the documented civic learning outcomes for students?</b>		The description of the activity includes <b>solid evidence of strong or significant</b> civic learning impacts or outcomes for students.	The description of the activity includes <b>solid evidence of some</b> civic learning impacts or outcomes for students.	The description of the activity includes <b>limited evidence of some</b> civic learning impacts or outcomes for students.	The description of the activity provides <b>slight evidence of any</b> civic learning outcomes.	<b>No evidence of civic learning impacts or outcomes.</b>
<b>SECTION B TOTAL (items 1–10)</b>						
<b>GRAND TOTAL (Section A + Section B)</b>						

Civic learning class/club/program description #1 \_\_\_\_\_ #2 \_\_\_\_\_ #3 \_\_\_\_\_

**Additional Comments:**

1. Please describe any noteworthy policy in this school district that supports civic learning:
2. Validation visits will not be conducted for all applications. Rather, the selection committee has the right to recommend a validation visit if there are questions about the verity of the program description or the supporting materials. Please check here if you recommend that this school receive a validation visit \_\_\_\_\_.

If recommended, please provide any further information that would assist those making a visit:

3. Please provide any additional information from this application that should be considered when making a final decision about an award.