

Civic Learning Award Final Score Summary

Evaluator: _____

Name of School: _____

Name of School District: _____

PROGRAM INFORMATION

Name of civic learning class/club/program description

#1 _____ SCORE: _____

#2 _____ SCORE: _____

#3 _____ SCORE: _____

Grand Total SCORE: _____
(From page 7)

Additional Comments:

Please describe any noteworthy policy in this school district that supports civic learning:

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:

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

Civic Learning Award Rubric

*(Based primarily on the research-based proven practices in civic education) Please use this rubric to rate each civic learning opportunity description. Score all 3 programs submitted on this sheet. **Submit only 1 rubric per school.***

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

Rating Factor	Score for Program(s): #1 #2 #3			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
SECTION B								
1. Proven Practice #1: <i>Discuss current local, national, or international issues and events.</i>				Includes discussion of current issues and events with evidence of three of the following: <ul style="list-style-type: none"> • Issues are local or state. • Issues are national or international. • Students view issues as important to their lives. • Discussions are carefully moderated so students are welcome to speak from a variety of perspectives. • Students complete an activity that demonstrates deeper learning of current issues or events. 	Includes discussion of current issues and events with evidence of two of the following: <ul style="list-style-type: none"> • Issues are local or state. • Issues are national or international. • Students view issues as important to their lives. • Discussions are carefully moderated so students are welcome to speak from a variety of perspectives. • Students complete an activity that demonstrates deeper learning of current issues or events. 	Includes discussion of current issues and events with evidence of one of the following: <ul style="list-style-type: none"> • Issues are local or state. • Issues are national or international. • Students view issues as important to their lives. • Discussions are carefully moderated so students are welcome to speak from a variety of perspectives. • Students complete an activity that demonstrates deeper learning of current issues or events. 	The description of the activity provides little evidence of this proven practice.	Not checked on the application or described.

Rating Factor	Score for Program(s): #1 #2 #3			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>2. Proven Practice #2: <i>Perform school or community service linked to the formal curriculum and classroom instruction (e.g., service learning).</i></p>			<p>Includes service learning, e.g., community service that has a formal link to the classroom curriculum, including three or more of the following:</p> <ul style="list-style-type: none"> • Consciously pursues civic outcomes, rather than seeks only to improve academic performance or to promote higher self-esteem. • Allows students to engage in meaningful work on serious school or public issues. • Gives students a role in choosing and designing their projects. • Students reflect on the service work. • Allows older students to pursue political or school policy responses to problems in ways that are consistent with laws that require public schools to be nonpartisan. <p>Sees service learning as part of a broader philosophy toward education, not just a program that is adopted for a finite period in a particular class.</p>	<p>Includes service learning, e.g., community service that has a formal link to the classroom curriculum, including two of the following:</p> <ul style="list-style-type: none"> • Consciously pursues civic outcomes, rather than seeks only to improve academic performance or to promote higher self-esteem. • Allows students to engage in meaningful work on serious school or public issues. • Gives students a role in choosing and designing their projects. • Students reflect on the service work. • Allows older students to pursue political or school policy responses to problems in ways that are consistent with laws that require public schools to be nonpartisan. <p>Sees service learning as part of a broader philosophy toward education, not just a program that is adopted for a finite period in a particular class.</p>	<p>Includes service learning, e.g., community service that has a formal link to the classroom curriculum, including one of the following:</p> <ul style="list-style-type: none"> • Consciously pursues civic outcomes, rather than seeks only to improve academic performance or to promote higher self-esteem. • Allows students to engage in meaningful work on serious school or public issues. • Gives students a role in choosing and designing their projects. • Students reflect on the service work. • Allows older students to pursue political or school policy responses to problems in ways that are consistent with laws that require public schools to be nonpartisan. <p>Sees service learning as part of a broader philosophy toward education, not just a program that is adopted for a finite period in a particular class.</p>	<p>Involves only community-service hours or volunteer work that is not linked to the curriculum.</p>	<p>Not checked on the application or described.</p>	

Rating Factor	Score for Program(s):			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
	#1	#2	#3					
3. Proven Practice #3: <i>Offer extracurricular activities that provide opportunities for young people to get involved in their schools or communities.</i>				Includes three or more extracurricular activities that incorporates at least two of the following: <ul style="list-style-type: none"> • The purpose is to improve the school or community. • Students have a significant voice in making decisions about what they do. The extracurricular activity is open to all students.	Includes two extracurricular activities that incorporates at least two of the following: <ul style="list-style-type: none"> • The purpose is to improve the school or community. • Students have a significant voice in making decisions about what they do. The extracurricular activity is open to all students.	Includes one extracurricular activity that incorporate at least two of the following: <ul style="list-style-type: none"> • The purpose is to improve the school or community. • Students have a significant voice in making decisions about what they do. The extracurricular activity is open to all students.	The description of the activity provides little evidence of this proven practice.	Not checked on the application or described.
4. Proven Practice #4: <i>Encourage participation in classroom and/or school governance.</i>				Participation in classroom and/or school governance includes evidence of three 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 two 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 one substantive instance of participating in management of students' own classroom or having a voice in school-wide decisions.	The description of the activity provides little evidence of this proven practice.	Not checked on the application or described.
5. Proven Practice #5: <i>Encourage student participation in simulations or role-plays of democratic processes and procedures.</i>				Includes participation in one long-term simulation or role-play and/or three or more short-term simulations or role-plays. A long-term simulation might involve students researching and studying their roles over an extended period.	Includes participation in two short-term simulations or role-plays of democratic processes, such as a mock election for which preparation and participation occurs during one week.	Includes participation in one short-term 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 little evidence of this proven practice.	Not checked on the application or described.

Rating Factor	Score for Program(s):			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
	#1	#2	#3					
6. Proven Practice #6: <i>Provide instruction in government, history, law, and democracy, beyond rote facts and dry procedures.</i>				The formal instruction described is part of a required class and includes at least one of the following: integration across the curriculum; a process of civic inquiry, investigating causes and solutions, engaging in civil dialogue, communicating conclusions and taking informed action.	The formal instruction described is part of an elective class and includes at least one of the following: integration across the curriculum; a process of civic inquiry, investigating causes and solutions, engaging in civil dialogue, communicating conclusions and taking informed action.	The formal instruction described is not part of an academic class and includes at least one of the following: integration across the curriculum; a process of civic inquiry, investigating causes and solutions, engaging in civil dialogue, communicating conclusions and taking informed action.	The description of the activity provides little evidence of this proven practice.	Not checked on the application or described.
7. What is the number of civic learning proven practices				Award 5 points for 4 or more proven practices.	Award 3 points for 3 proven practices.	Award 2 points for 2 proven practices.	Award 1 point for 1 proven practice.	Award no points for no proven practices.
8. What is the purpose of the class/club/program?				The description of the activity includes a clear and significant civic learning purpose that has a strong connection to students' learning activities and outcomes.	The description of the activity includes a solid civic learning purpose that has a connection to students' learning activities and/or outcomes.	The description of the activity includes a narrow civic learning purpose with a connection to students' learning activities and/or outcomes, e.g., learning to vote.	The description of the activity contains only a vague civic learning purpose .	Not described on the application.
9. What are the documented civic learning outcomes for students?				Award 5 points if 4 documented outcomes are checked on the application.	Award 3 points if 3 documented outcomes are checked on the application.	Award 2 points if 2 documented outcomes are checked on the application.	Award 1 point if 1 documented outcome is checked on the application.	No evidence of documented outcomes are check on the application.

Rating Factor	Score for Program(s): #1 #2 #3			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
SECTION B TOTAL (items 1-9)								

GRAND TOTAL (Section A + Section B): Program #1 _____ Program #2 _____ Program #3 _____