## Civic Learning Award Rubric

<table>
<thead>
<tr>
<th>Rating Factor</th>
<th>Score for Class/Club/Program #1</th>
<th>Score for Class/Club/Program #2</th>
<th>Score for Class/Club/Program #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Class/Club/Program: Outstanding (5 points, unless otherwise noted)</td>
<td>Award 10 points for 76–100% participation.</td>
<td>Award 6 points for 50–75% participation.</td>
<td>Award 4 points for 26–49% participation.</td>
</tr>
<tr>
<td>Quality of Class/Club/Program: Excellent (3 points, unless otherwise noted)</td>
<td>Award 6 points for 50–75% participation.</td>
<td>Award 4 points for 26–49% participation.</td>
<td>Award 2 points for 3–25% participation.</td>
</tr>
<tr>
<td>Quality of Class/Club/Program: Merit (2 points, unless otherwise noted)</td>
<td>Award 4 points for 26–49% participation.</td>
<td>Award 2 points for 3–25% participation.</td>
<td>Award no points for less than 3% participation.</td>
</tr>
<tr>
<td>Quality of Class/Club/Program: Basic (1 point, unless otherwise noted)</td>
<td>Award 2 points for 3–25% participation.</td>
<td>Award no points for less than 3% participation.</td>
<td>No Credit</td>
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### 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
- Classes/clubs/programs offered for 5 or more years.
- Classes/clubs/programs offered for 3–4 years.
- Classes/clubs/programs offered for 1–2 years.
- Classes/clubs/programs in their first year.
- 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).
- This is not indicated on the application.

#### 4. Method of assessment
- Three assessments are checked on the application.
- Two assessments are checked on the application.
- One assessment is checked on the application.
- No assessments are checked on the application.

### SECTION A TOTAL (items 1–4)
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| 1. Proven Practice #1: Discuss current local, national, or international issues and events. | Includes discussion of current issues and events with evidence of three of the following:  
- 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 such as using inquiry. | Includes discussion of current issues and events with evidence of two of the following:  
- 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 such as using inquiry. | Includes discussion of current issues and events with evidence of one of the following:  
- 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 such as using inquiry. | The description of the activity provides little evidence of this proven practice. | Not checked on the application or described. |
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| 2. Proven Practice #2: Perform school or community service linked to the formal curriculum and classroom instruction (e.g., service learning). | Includes service learning e.g., community service that has a formal link to the classroom curriculum, including three or more of the following:  
- 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.  
- Has 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.  
- 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. | Includes service learning e.g., community service that has a formal link to the classroom curriculum, including two of the following:  
- 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.  
- Has 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.  
- 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. | Includes service learning e.g., community service that has a formal link to the classroom curriculum, including one of the following:  
- 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.  
- Has 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.  
- 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. | Involves only community-service hours or volunteer work that is not linked to the curriculum. | Not checked on the application or described. |
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| 3. Proven Practice #3: Offer extracurricular activities that provide opportunities for young people to get involved in their school or community (such as mock trial club). | Includes three or more extracurricular activities that incorporate at least two of the following:  
• 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 incorporate at least two of the following:  
• 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 incorporates at least one of the following:  
• 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. |
<p>| 4. Proven Practice #4: Encourage participation in classroom and/or school governance. | 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: Encourage student participation in simulations or role-plays of democratic processes and procedures. | 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 occur during one week. | The description of the activity provides little evidence of this proven practice. | Not checked on the application or described. |</p>
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<th>Quality of Class/Club/Program: Basic (1 point, unless otherwise noted)</th>
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<tr>
<td>6. Proven Practice #6: Provide instruction in government, history, law, and democracy, beyond rote facts and dry procedures.</td>
<td>The formal instruction described is part of a <strong>required class</strong> and includes at least one of the following: integration across the curriculum; a process of civic inquiry, investigating causes and solutions; or engaging in civil dialogue, communicating conclusions, and taking informed action.</td>
<td>The formal instruction described is part of an <strong>elective class</strong> and includes at least one of the following: integration across the curriculum; a process of civic inquiry, investigating causes and solutions; or engaging in civil dialogue, communicating conclusions, and taking informed action.</td>
<td>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; or engaging in civil dialogue, communicating conclusions, and taking informed action.</td>
<td>The description of the activity provides little evidence of this proven practice.</td>
<td>Not checked on the application or described.</td>
<td></td>
</tr>
<tr>
<td>7. What is the number of civic learning research-based practices?</td>
<td>Four or more proven practices.</td>
<td>Three proven practices.</td>
<td>Two proven practices.</td>
<td>One proven practice.</td>
<td>Award no points for no proven practices.</td>
<td></td>
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</table>
| 8. BONUS: Is civic learning written into your LCAP? If so, please paste LCAP text. | Award 10 points if the text includes all of the following:  
• Specifically mentions civic education  
• A civic learning course/program/club described in this application is included in the LCAP  
• Includes funding for civic education | Award 6 points if the text includes two of the following:  
• Specifically mentions civic education  
• A civic learning course/program/club described in this application is included in the LCAP  
• Includes funding for civic education | Award 4 points if the text includes one of the following:  
• Specifically mentions civic education  
• A civic learning course/program/club described in this application is included in the LCAP  
• Includes funding for civic education | Award no points if pasted text includes none of the following:  
• Specifically mentions civic education  
• A civic learning course/program/club described in this application is included in the LCAP  
• Includes funding for civic education | Award no points for no text |
| SECTION B TOTAL (Items 1–8) | | | | | | |

**TOTAL (Section A + Section B):** Program #1___________ Program #2___________ Program #3_________