

Civic Learning Award Rubric

Rating Factor	Score for Class/Club/Program #1 #2 #3			Quality of Class/Club/Program: Outstanding (5 points, unless otherwise noted)	Quality of Class/Club/Program: Excellent (3 points, unless otherwise noted)	Quality of Class/Club/Program: Merit (2 points, unless otherwise noted)	Quality of Class/Club/Program: Basic (1 point, unless otherwise noted)	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				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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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 such as using inquiry. 	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 such as using inquiry. 	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 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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<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. • 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. 	<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. • 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. 	<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. • 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. 	<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>

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	#1	#2	#3					
3. Proven Practice #3: <i>Offer extracurricular activities that provide opportunities for young people to get involved in their school or community (such as mock trial club).</i>				Includes three or more extracurricular activities 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. 	Includes two extracurricular activities 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. 	Includes one extracurricular activity that incorporates at least one 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 occur during one week.	The description of the activity provides little evidence of this proven practice.	Not checked on the application or described.

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	#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; or 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; or 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; or 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 research-based practices?				Four or more proven practices.	Three proven practices.	Two proven practices.	One proven practice.	Award no points for no proven practices.
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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 _____

