

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 _____

