

**Friends of the Chicago River**  
  
**ADOPT A RIVER SCHOOL**

**Service Learning Evaluation 2007/8:** Turn in one per teacher by May 30 2007

Please circle the description that best fits your Adopt A River School service learning program as it was during the 2007/8 school year. Please make comments to help provide detail and understanding to your program assessment.

<b>Elements of Service Learning</b>	<b>Beginning</b>	<b>Developing</b>	<b>Advanced</b>	<b>Comments</b>
<i>Preparation</i>	Teacher has determined entry points in curriculum.	Teacher has determined entry points in curriculum. Teacher has assessed student interest and motivation to participate in service learning project.	Teacher has determined entry points in curriculum. Teacher has assessed student interest and motivation to participate in service learning project. Teacher has prepared some scaffolding activities to introduce students to community issues and needs.	
<i>Student Voice</i>	Students are encouraged to contribute opinions and concerns about community issues and needs.	Students are encouraged to contribute opinions and concerns about community issues and needs. Students contribute ideas about plans for service learning experience and suggest modifications to enhance learning.	Students are encouraged to contribute opinions and concerns about community issues and needs. Students contribute ideas about plans for service learning experience and suggest modifications to enhance learning. Students assist in the design of all phases of the project.	

<i>Collaboration</i>	Teacher has made contact with organizations that may be willing to collaborate.	Teacher has made contact with organizations that may be willing to collaborate. Community partners have been established. Teacher/students communicate with partners about service and learning goals.	Teacher has made contact with organizations that may be willing to collaborate. Community partners have been established. Teacher/students communicate with partners about service and learning goals. Communication and interaction exists with community partners throughout the project.	
<i>Curriculum Integration</i>	Service learning project is connected to content area standards. Activities require students to use and /or further develop one or more content area skills.	Service learning project is connected to content area standards. Activities require students to use and /or further develop one or more content area skills. Standards to be addresses have been identified.	Service learning project is connected to content area standards. Activities require students to use and /or further develop one or more content area skills. Standards to be addresses have been identified. Various assessment strategies are used to target specific standards.	
<i>Service</i>	Service experience is a single task or event.	Service experience is a single task or event. Students participate in and complete one or more of the steps or parts.	Service experience is a single task or event. Students participate in and complete one or more of the steps or parts. Students document that they have fulfilled part of CPS 40 hour service learning requirement	

<i>Reflection</i>	Some class time is devoted to structured reflection activities.	Some class time is devoted to structured reflection activities. Reflection opportunities exist before, during, and after service.	Some class time is devoted to structured reflection activities. Reflection opportunities exist before, during, and after service. Multiple methods of reflection are employed and may allow students to choose the form of expression i.e. journal, portfolios, artwork, photography, drama.	
<i>Assessment</i>	Assessment is limited to achieving particular goals or addressing specific standards. Students are made aware of expectations at the onset.	Assessment is limited to achieving particular goals or addressing specific standards. Students are made aware of expectations at the onset. Frequent feedback is given in the form of comments, praise, and suggestions for improvement.	Assessment is limited to achieving particular goals or addressing specific standards. Students are made aware of expectations at the onset. Frequent feedback is given in the form of comments, praise, and suggestions for improvement. Multiple assessment strategies are used. Evidence of learning from a variety of sources.	
<i>Celebration</i>			Service learning experience is celebrated and acknowledged through a presentation to an audience. Students, teacher, and community partners determine presentation style and audience collectively.	

<i>Evaluation</i>	Teacher evaluates service learning project for impact on student learning and the community.	Teacher evaluates service learning project for impact on student learning and the community. Teacher works with colleagues and community partners in evaluation process.	Teacher evaluates service learning project for impact on student learning and the community. Teacher works with colleagues and community partners in evaluation process. Documentation of evaluation process and outcomes.	
<i>Professional Development</i>			Service learning project is used as a tool for professional development.	

**Date:** \_\_\_\_\_

**Signature:** \_\_\_\_\_