



## Step 3: Establish Evidence of Learning

### The Service-Learning Cycle

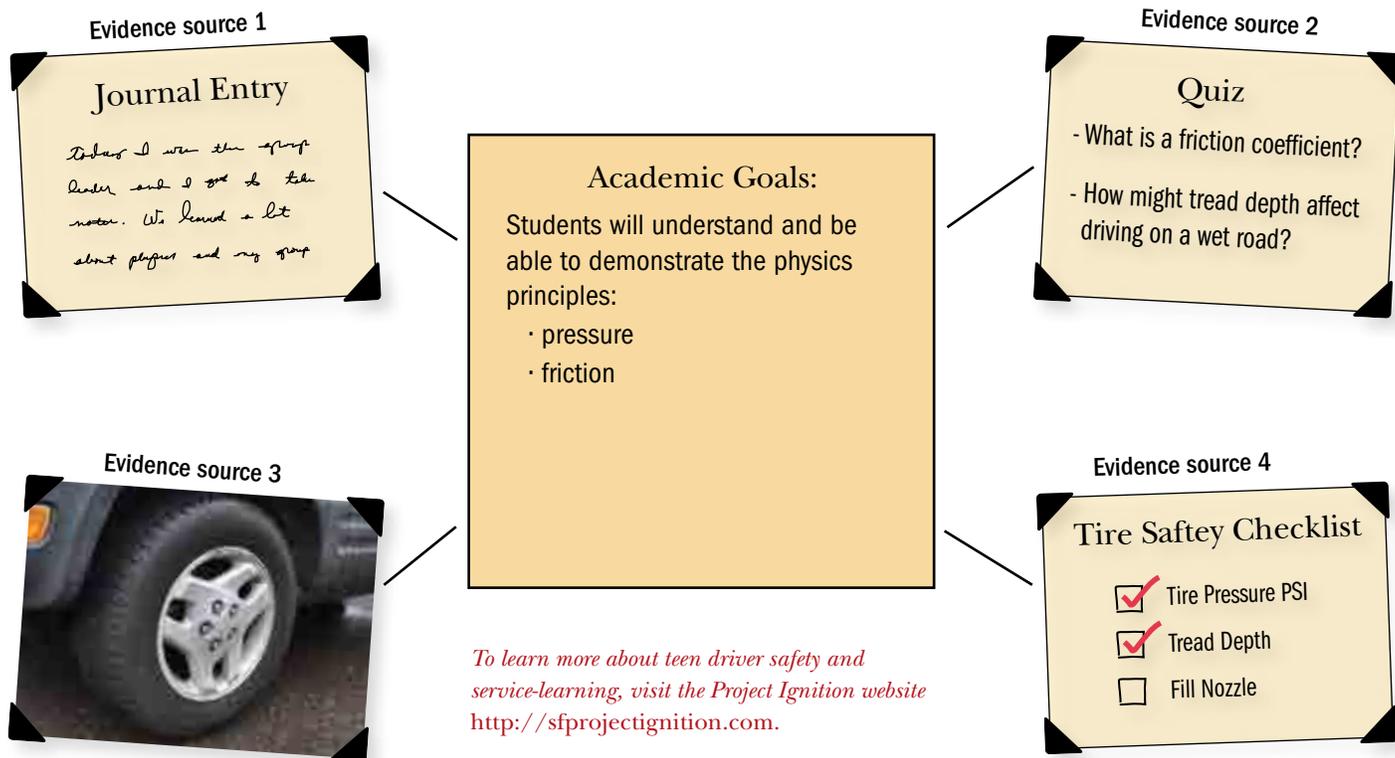
### Classroom Assessment and Service-Learning

As you think about how to **establish evidence of student learning** for a service-learning experience, consider the range of knowledge, skills, and attitudes that you want students to attain with the project. Because the learning goals for service-learning projects are broad, assessments also should be so that you can capture as much information about student learning as necessary. You want classroom assessment to provide not just a snapshot of one moment of the experience, but a photo album that demonstrates a more complete view of what learning goals students attempted and met.

Selecting multiple sources of evidence of learning not only provides greater insight into student performance, but it also has the advantage of allowing students opportunities to demonstrate their learning in ways that are comfortable to them. Using varied sources of evidence, you're more likely to catch students showing their newfound skills and understandings.

Remember to match the kinds of assessment to the learning goals that you've established. For example, in a service-learning project where students conduct a tire safety check at the school, a traditional test might establish how well students have mastered basic physics knowledge about pressure and friction. Observations of students measuring tire tread and inflation can give evidence of students' ability to accurately test tire safety. And reflective journals over the course of the project can give evidence of student attitudes and understandings of the safety issues involved.

Use this approach to create a "Service-Learning Assessment Photo Album" and plan how you will know whether students have achieved intended academic goals over the course of the service-learning experience. If you have many academic goals, you may need to collect evidence from multiple sources for several different clusters of goals.



# Involving Students in Collecting Evidence of Learning

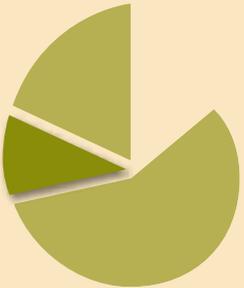
Because the best service-learning projects incorporate the ideas and opinions of students at every stage of the process, they will be your partners in assessing how well learning goals and service goals are being met. Here is a checklist of ways you can involve students in the assessment process throughout the service-learning cycle.

## PRE-SERVICE



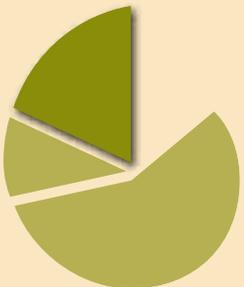
- Share with students the content standards and desired learning outcomes that the project will help them achieve.
- Talk with students about the types of assessments they'll participate in to show evidence of learning and understanding. What products, performances, and other evidence will you assess? What parts of their work will be assessed individually and what will be evaluated as a group?
- Post the questions students will explore during the service-learning project, and review those questions periodically throughout the experience.
- Elicit students' help in identifying the important knowledge and skills they will learn.
- Share the culminating performance tasks and accompanying rubrics so students will know what will be expected.

## DURING SERVICE



- Ask students to document the service portion of their project and think about ways it could be improved. What skills and knowledge would they need to develop in order to improve their ability to meet the service goals?
- Whenever possible, highlight exemplary student work on project-related tasks so students can see what good quality looks like.

## POST-SERVICE



- Explicitly connect the learning experiences and direct instruction during the service-learning project with the desired results, the essential questions identified in advance, and expected student performances.
- Have students reflect on what they learned and how they can use their newfound skills and knowledge in other areas of school and in their lives.