**Charles County Public Schools**

**Service-Learning Program**

**Reflection Essay**

A well-planned Student Service Learning Project should include all components of the 7 Best Practices (see the list on the reverse side of this form). The third and final phase of a service-learning project is a reflection about the experience. This reflection requires as much effort as the preparation and action phases of service-learning. Your reflection should be well thought out. It should consist of 6 paragraphs using the format below.

**Unless checked below, this reflection sheet also indicates this student has completed the Preparation and Action portions of the SSL project also.**

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|  | **Preparation Incomplete** |  | **Action Incomplete** |  | **Both Portions Incomplete** |

1. **Paragraph 1** – Describe how your project meets a recognized need in the community.

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1. **Paragraph 2** – Describe how you gained skills and knowledge through this project.

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1. **Paragraph 3** – Describe how you planned in advance to organize your project.

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1. **Paragraph 4 –** Describe how you worked on this project with a service organization(s).

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1. **Paragraph 5 –** Describe how you developed responsibility by completing this project.

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1. **Paragraph 6 –** Describe how this project by completing this project.

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**Student Service-Learning**

**7 (Seven) Best Practices**

* The student meets a recognized need in the community.
* The student achieves curricular objectives. ***(not necessary for the student reflection)***
* The student gains necessary knowledge and skills.
* The student plans ahead.
* The student works with existing service organizations.
* The student develops responsibility.
* The student reflects throughout the experience.

**Rubric for SSL Reflection Essay**

**Scoring Guidelines**

Teacher’s using the 4-point rubric should first consider the ideas and understanding the student displays in the reflection. It is important for the student to have incorporated all of the required components and have a minimum of six paragraphs.

Teachers who wish to assign a numerical value to the essay may consider scores of 4 worth 20 points; 3 worth 15 points, 2 worth 10 points, and 1 worth 5 points. In this way, a total of 100 points is achieved with a perfect score in all categories.

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| **CATEGORY** | **LEVEL 4**  **STRONG** | **LEVEL 3**  **EFFECTIVE** | **LEVEL 2**  **DEVELOPING** | **LEVEL 1**  **NEEDS**  **IMPROVEMENT** |
| **The student meets a recognized community need** | Need and its relevance are clearly identified through research or a need assessment | Need and its relevance are clearly identified and focused upon throughout the project | Need identified but its relevance to community is not explored in depth | Minimal or no need identified |
| **The student gains necessary knowledge and skills** | Reflection completed throughout the project addressing various learning styles and exploring causes of need, project impact, and personal and academic growth | Reflection completed periodically throughout the project addressing root causes of issues | Brief reflection evident at conclusion of project | Minimal or no reflection evident |
| **The student plans for the experience** | Students responsible for project creation, organization, and implementation | Students share responsibility with teacher for project development and implementation | Students given some choice in project development | Minimal or no student responsibility evident |
| **The student works with existing service organizations** | Students and community partner(s) collaborate as an action team on project | Students interact/meet with community partner(s) | Limited contact with community partner(s) for information and resources | Minimal or no community partnerships made |
| **The student develops responsibility** | Extensive planning evident to focus the student service-learning project on meeting the need and goals | Adequate planning evident to meet the community need and curricular goals | Some planning evident | Minimal or no planning evident |
| **The student reflects throughout the experience** | Student equipped with demonstrable knowledge/skills about the community need, causes, and about active civic engagement | Knowledge/skill obtained about the community need, causes, and about civic engagement | Some knowledge/skills obtained about the community need and its cause | Minimal or no attempt made to obtain knowledge and skills |