

Excellence in Civic Engagement Program School Application Rubric

Proven Practices	Emerging	Proficient	Comprehensive	Exemplary
<p>#1 <i>Provide instruction in Civics, Government, History, Economics, Geography, Law and Democracy.</i></p>	<p>Little to no evidence of <i>civic-related</i> (civic knowledge, skills and dispositions) instruction.</p>	<p>Instruction is <i>civic-related</i> (<i>civic knowledge, skills and dispositions</i>) and is provided by <i>many teachers</i>.</p>	<p>Instruction demonstrates <i>integration</i> of civic knowledge, skills and dispositions into <i>social science and non-social science</i> subject areas and is provided by <i>most</i> teachers.</p>	<p>Instruction demonstrates <i>systemic integration</i> of civic knowledge, skills and dispositions throughout school and includes <i>student-centered</i> and <i>literacy-rich</i> activities.</p>
<p>#2 <i>Incorporate discussion of current local, national, and international issues and events into the classroom, particularly those that young people view as important to their lives.</i></p>	<p>Little to no evidence that discussions of current local, national and international issues and events are incorporated into courses. Incorporation only occurs in social science courses. Little to no evidence exists to show relevancy to students' interests and lives.</p>	<p>Discussions of current local, national and international issues and events are <i>incorporated</i> into some courses. Incorporation only occurs in social science courses. Some evidence exists to show relevancy to students' interest and lives.</p>	<p>Discussions of current local, national and international issues and events are <i>regularly incorporated</i> across the curriculum. Evidence exists to show relevancy to students' interests and lives.</p>	<p>Discussions of current local, national and international issues and events are <i>frequently incorporated</i> across the curriculum. Evidence exists to show relevancy to students' interests and lives</p>
<p>#3 <i>Design and implement academic Service-Learning teaching strategies where students link the formal curriculum and classroom instruction directly to community service project(s).</i></p>	<p>Demonstrates little understanding of Service-Learning teaching strategies and community service project(s)/activities and/or provides little evidence of correlation of classroom instruction and academic objectives to the community service project(s)/activities.</p>	<p>Demonstrates some understanding of Service-Learning teaching strategies and some of the teachers are implementing correlated community service activities with classroom instruction and academic objectives.</p>	<p>Demonstrates understanding of Service-Learning teaching strategies and many of the teachers are implementing correlated community service activities with classroom instruction and academic objectives.</p>	<p>Demonstrates a significant understanding and systemic use of Service-Learning teaching strategies as an integral and ongoing part of classroom instruction and most of the teachers are implementing correlated community service activities and reflection with classroom instruction and academic objectives.</p>
<p>#4 <i>Offer extracurricular activities that provide opportunities for young people to get involved in their schools and communities.</i></p>	<p>Little to no evidence of varied extracurricular activities and few students participate.</p>	<p>Evidence of varied extracurricular activities and <i>some</i> students participate.</p>	<p>Offers a wide-range of extracurricular within the school and community and many students participate.</p>	<p>Offers a wide-range of extracurricular activities within the school and community, particularly civic-learning based activities. Most students participate.</p>
<p>#5 <i>Encourage student participation in school governance.</i></p>	<p>Little to no evidence of opportunities for students to participate in school and/or classroom governance.</p>	<p>Opportunities <i>exist</i> for students to participate in school and/or classroom governance.</p>	<p>Student participation is a part of school governance and <i>multiple</i> opportunities exist for students to participate in school and/or classroom governance.</p>	<p>Student participation is a part of school governance and multiple opportunities exist for students to participate in school and classroom governance. Additionally, participation is systemic and often <i>student-initiated</i>.</p>
<p>#6 <i>Encourage students' participation in simulations of democratic processes and procedures.</i></p>	<p>Little to no evidence that students participate in simulations of democratic processes and procedures</p>	<p><i>Some</i> students <i>occasionally</i> participate in simulations of democratic processes and procedures</p>	<p><i>Many</i> students <i>occasionally</i> participate in simulations of democratic processes and procedures within the classroom.</p>	<p><i>Most</i> students <i>frequently</i> engage in simulations of democratic processes and procedures within the classroom and participate in state/national civics-based program(s).</p>