Students have minimal direction by a teacher.

Students making some choices during the GEN service learning process.
Teacher takes most of the lead during the project.

Students have frequent and varied opportunities to reflect about their thinking throughout the entire process.
Students use only one form of reflection and only occasionally.

Students have few opportunities to reflect about their experiences.
Throughout the process students work with one or more community partners with different perspectives.

Have a couple of guest speakers who provide information during the process.
One or no guest speaker provides information during the process

Throughout the process decisions are made in a fair and democratic manner using deliberation and group decision making
There is some collaborative decision making.

Most decisions reflect opinions of just a few; there was little deliberation.
Students support one another’s efforts; the workload is balanced; students address problems head on.

A few leaders encourage others to be active; the workload is handled by many; a few students are left out; the teacher handles most of the problems that occur.
Students don’t help each other out; several students do very little; students ignore problems and the teacher comes to the rescue.

The knowledge & skills learned are valuable; students understand the importance of what they learn; subject matter is interconnected.
Students learn some Science, Social Studies, or Language Arts during the GEN service learning activity; students understand most of what they did.

Students don’t learn very much Science, Social Studies, or Language Arts during the GEN service learning activity.
One or more eco-service is improved with a plan or policy to sustain the improvement over time.

One or more eco-service is improved. A plan is in place for the change to continue after the current school year.
One eco-service is improved. The project doesn’t involve a policy or practice; students don’t expect a long term change.

Students share information about the environmental issue and its importance to two or more different targeted audiences.
Students share information about the environmental issue and its importance to one or more different audiences.

Students do not share information about the environmental issue and service learning project with any outside audience.