

**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**