

Secondary Science Methods Rubric for Service Learning

Total of 80 points

Subarea Score	Unacceptable	Acceptable	Competent	Exemplary
Map of the classroom layout	0-2 Did not draw a map of the classroom layout nor did an accounting for of the 21 items on the list	3 Drew a map of the classroom layout showing the locations of and/or accounting for more than half of the 21 items on the list	4 Drew a map of the classroom layout showing the locations of and/or accounting for most of the 21 items on the list	5 Drew a thorough map of the classroom layout showing the locations of and/or accounting for each of the 21 items on the list
Classroom Standard Safety Items (or Procedures)	0-12 Less than half of the 21 standard safety items on the list were accounted for but the location, quantity and approximate size were not clearly listed	13-17 More than half of the 21 standard safety items on the list were accounted for with the location, quantity and approximate size listed	18-22 Most of the 21 standard safety items on the list were accounted for with the location, quantity and approximate size listed	23-25 All 21 standard safety items on the list were accounted for with the location, quantity and approximate size clearly listed
Answers to handicap accessibility questions with evidence to support	0-5 Did not describe the manner in which the science classroom is handicap accessible nor the modifications made in the lab to accommodate handicapped students	6-7 Attempted a description of the manner in which the science classroom is handicap accessible and the modifications made in the lab to accommodate handicapped students	8-9 Somewhat described the manner in which the science classroom is handicap accessible and the modifications made in the lab to accommodate handicapped students	10 Thoroughly described the manner in which the science classroom is handicap accessible and the modifications (both physical and curricular) made in the lab to accommodate handicapped students
Answers for annual funding source and amount, and supply source questions	0-5 Did not describe the type of annual funding available for replenishing lab supplies (including the approximate amount) nor the supply source used to obtain them	6-7 Attempted a description of the type of annual funding available for replenishing lab supplies (including the amount) and the supply source used to obtain them	8-9 Somewhat described the type of annual funding available for replenishing lab supplies (including the amount) and the supply source used to obtain them	10 Thoroughly described the type of annual funding available for replenishing lab supplies (including the approximate monetary amount) and the supply source used to obtain them
Answers from specific questions posed to <u>either</u> the Biology teacher (a-c) or the Chemistry/Physical Science teacher (d-e)	0-5 Did not describe a) – c) Did not describe d) – e)	6-7 Attempted a description of a) – c) Attempted a description of d) – e)	8-9 Somewhat described a) - c) Somewhat described d) where and how the Chemistry teacher disposes of lab waste materials and e) who prepares the solution of specific concentrations for lab use	10 Thoroughly described a) where and how Biology teachers dispose of dissected and cultured specimen, b) where and how the Biology teachers store the preserved specimen until they are ready for dissections and c) named the animals the students at that school dissect Thoroughly described d) - e)
School Visit and Evaluation Participation	0 Did not participate in a school Service Learning Project nor submitted a completed evaluation worksheet			20 Participated in a school Service Learning Project and submitted a completed evaluation worksheet