



## Examples of Evaluation and Assessment Plans From Florida Learn & Serve Projects

School Type	Activities, Goals, Impacts, and Methods of Evaluation
Elementary School	<p><b>Service-Learning Activity:</b> Students create and care for floral and edible food gardens, and then provide the plants/food to the needy.</p> <p><b>Goals:</b> Learn science, math, nutrition, health, and other subjects, as well as develop civic competence and engagement and feelings of self-worth.</p> <p><b>Projected impacts and methods of measurement:</b> Pre- and post surveys and evaluations of and by students on knowledge and feelings of competence related to subject areas as well as achievement motivation and civic engagement. Projected improvements in class performance as measured by course assessments. Projected increases of varying percentages in DIBEL and FCAT scores (i.e., Third grade students will improve their Phonics Screener for Intervention—a precursor to DIBELS—by three skill levels; 90% of Kindergarteners being served will pass the Post Science Test."</p>
Elementary School	<p><b>Service-Learning Activity:</b> Fifth graders work with first graders to grow and maintain a vegetable garden, the food from which is given to a local food bank.</p> <p><b>Goals:</b> Raise performance of both grades in reading, science, math, and language arts.</p> <p><b>Projected impacts and methods of measurement:</b> Fifth grade students will raise reading scores by an average of 10%; their reading research scores will increase on average by 10%; their Science FCAT scores will increase on average by 5%. Teacher-designed classroom assessments in grade 5 for science, mathematics and language arts will be ongoing throughout the year. First grade assessment: First grade students will be assessed through observation, discussion, and writing and art activities. Reading and language arts will be assessed using the Developmental Reading Assessment, guided reading questions and the Stanford Reading test. Teachers will use checklists to document student understanding of material introduced. Students will use journals, shared writing and learning center projects to demonstrate mastery of concepts taught. Mathematics standards will be addressed through observation, discussion and complete appropriate math activities related to the standard. First grade students will complete the Spectrum Mission, Living Things, and pass the final assessment with a score of 70%.</p>
Middle School	<p><b>Service-Learning Activity:</b> Multiple involving reading and writing.</p> <p><b>Goal:</b> Students to improve writing skills. Instruments include quarterly writing assessments, FCAT exams, and course grades.</p> <p><b>Projected impact and methods of measurement:</b> The quarterly writing assessments will indicate improvement of a minimum of 0.5 from the first quarterly assessment, administered in August, to the fourth, administered in May. In addition, the mean</p>

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	8th grade FCAT Writing combined score will improve by a minimum of 0.1, raising the mean score from 3.9 to 4.0.
Middle School	<p><b>Service-Learning Activity:</b> A range from mini-grants that students will award.</p> <p><b>Projected impacts and methods of measurement:</b> Each mini-grant will be unique. The requirement in the mini-grant application will be for each applicant teacher to project an academic or skills acquisition impact her/his project will have and describe what existing classroom assessment will measure it. The teacher must also project what the impact(s) will be.</p>
Middle School ESE	<p><b>Service-Learning Activity:</b> Multiple environmental activities, to include water testing, beach monitoring, growing and planting native plants, and exotic plant removal.</p> <p><b>Goals:</b> Increased performance in science, improved behavior.</p> <p><b>Projected impacts and methods of measurement:</b> Reduce discipline referrals by 50%, increase number of students with perfect attendance from 0 to 10% of students. The 6th grade science tutors will improve scores on an end-of-the-year district Science test by an average of 15%. 75% of the 5th graders receiving tutoring will score on FCAT Science above the state average (representing a 40% improvement over previous year).</p>
Middle School	<p><b>Service-Learning Activity:</b> Tutoring in reading, writing for seniors, multi-media presentations for seniors, related reading and writing projects.</p> <p><b>Goal, Projected Impact, and Method of Assessment:</b> The seventh graders doing service (SUI grade Level 2 readers) will improve their scores on the FORF (Fluency assessment) by an average of 20 points.</p>
Middle and High School	<p><b>Service-Learning Activity:</b> Range of environmental activities including water, flora, and fauna testing, exotic plant removal, native plant re-seeding, and public presentations on the project and at the environmental site.</p> <p><b>Goals, Projected Impacts, and methods of measurement:</b> Increase participating students' academic achievement as determined by increasing the mean scale scores achieved by 8th graders on the 2008 FCAT by X amount; decreasing the number of middle school students receiving zeroes and Fs as a year-end grade by 40%; and decreasing the number of recorded FWHS drop-outs by 50%.</p>
Middle and High School	<p><b>Service-Learning Activity:</b> Students in service-learning classes are a service-learning youth council (YC) that provides training (to teachers and students) in service learning, awards mini-grants for service-learning, works with mini-grant-winning teachers to implement service-learning projects, and creates portfolios for each mini-grant project.</p> <p><b>Goals:</b> Students will develop 21<sup>st</sup> Century skills.</p> <p><b>Projected impacts and methods of measurement:</b> YC members will improve their knowledge of 21<sup>st</sup> Century skills by an average of 30 points as demonstrated by a pre-and-post-test. Level 1 and 2 reading students tutored by YC members will improve their scores on FCAT Reading by an average of 10%. Each mini-grant is also evaluated. Each mini-grant will be unique. The mini-grant application requires applicant teachers to project an academic or skills acquisition impact her/his project will have and describe what existing classroom assessment will measure it. The teacher must also project what the impact(s) will be.</p> <p><b>Note:</b> District-level program that pooled its resources and hired a professional evaluator. The evaluation is a multi-method approach involving the collection of both Quantitative and Qualitative data. Quantitative data are collected through pre-and-post assessments, surveys, project performance data, student achievement data, and other related sources of data. Qualitative</p>

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	data are collected through review of lesson plans, project planning and coordination documentation, interviews or focus groups, analysis of project portfolios and other documents as deemed appropriate.
High School, ESE	<p><b>Service-Learning Activity:</b> Various involve ESE students in service-learning in local nonprofit agencies and in the school.</p> <p><b>Goal:</b> Student will develop and practice job skills as well as habits and behaviors that they will need to be independent adults.</p> <p><b>Projected impacts and methods of measurement:</b> Pre- and post comparisons of attendance and discipline referrals; self- and teacher assessment of student on a service-learning career experience rubric. Many of the students came to the school with extensive discipline reports. Some were deemed unmanageable in a school setting. The goal for the 2008-2009 is just five discipline reports for the year-total (50% reduction). Applicant also proposes to have 90% of the students with scores of 80% on their career experience rubrics as reflected by their grades in the course. This means 90% of our students will have a grade of B or better in the Career Experiences course.</p>
High School	<p><b>Service-Learning Activity:</b> Students in a drama class create and then perform play focusing on prevention issues (drugs, alcohol, violence, teen pregnancy, etc.)</p> <p><b>Goals:</b> Participating student will demonstrate improved behavior, personal responsibility, choice-making, an increased level of self esteem related to service learning.</p> <p><b>Projected impacts and methods of measurement:</b> Attendance will increase for 75% of students, discipline referrals will decrease for 2/3 of students. A Culture Free Self Esteem Inventory will measure positive change (33% improvement) and determine students' attitudinal changes that were the product of the service leaning experience.</p>
High School, ESE	<p><b>Service-Learning Activity:</b> ESE students work at local retirement center with residents, doing art projects, cleaning, caring for plants, serving, and putting on celebration events</p> <p><b>Projected impact(s) on students serving:</b> The students will demonstrate mastery of vocational skills on Individual Student Education Plans (IEPs) as they practice skills in a real-life setting. Students will demonstrate 80% mastery of vocational and academic skills on IEPs. Students will develop greater empathy for others as demonstrated on a verbal affective interview with teacher. 95% of the residents will demonstrate a positive feeling toward the visits of the students.</p>
High School	<p><b>Service-Learning Activities:</b> Tutoring in science, wetland restoration, creation of web sites for nonprofits, reader theatre for other students.</p> <p><b>Goals:</b> Improved academic performance for servers and served, positively impact the environment.</p> <p><b>Projected impacts and methods of measurement:</b> 50% of 11<sup>th</sup>-12<sup>th</sup> grade participants will receive a pass the reading portion of the FCAT (a 30% improvement over previous year). 60% of 9<sup>th</sup> grade Biology and 11<sup>th</sup> grade Marine Science service-learning science students will score one point higher on Science FCAT (on a scale of 1-5), when compared to regular curriculum students not involved in service-learning activities. Reader Theater participants will show an average 9 point gain on the Maze Tests (reading CLOZE test of word choice to complete sentences) when compared with a pre-test. Students will conduct pre and post community surveys during civic presentations. Student-created pre- and post-surveys will be administered at applicable wetland sites, evaluating goers' perception of project goals (reducing trash and exotic plants. while restoring wetlands). Random sample survey participants will score 40% higher when compared to initial survey participants. The native plant re-growth project area will show a 450% increase when compared to segment of the site prior to</p>

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	restoration (pesticides, and toxic chemicals draining into essential estuary fish nurseries reduced).
High School, At-Risk Youth	<p><b>Service-Learning Activity:</b> Adjudicated and expelled youth provide art for the community and teach art to seniors and young children with disabilities.</p> <p><b>Goals:</b> Improve graduation rates, provided needed service to seniors and children with disabilities.</p> <p><b>Projected impacts and methods of measurement:</b> 90% of all participating 12 grade art students will graduate during the 2008–2009 school year. Instruments: Report cards, diplomas, Student Service records. 95% of all senior citizens enrolled at the daycare center being served will indicate relief from emotional and physical symptoms such as loneliness, segregation and sedentary habits. Instruments: Pre and post student-initiated survey for the center's activity director and clients.</p>