

PROGRESS MONITORING EXAMPLES

EXAMPLE ONE: Eighth grade Mahone Middle School students in Spanish 101 classes not only wrote a book, but they did it in two languages. As part of a service-learning project, students picked a topic, wrote, and illustrated a bilingual children's book while keeping in mind the essential questions of the unit- what makes a good book? Who can benefit from translated reading materials? The project helped students master vocabulary and grammar concepts as well as technology skills as they put their books together. The books were donated to the children's ward at local hospitals as well as the Ronald McDonald House. Students were encouraged throughout the project to set learning objectives and reflect on their progress. Students offered peer feedback on whether the books incorporated the qualities of good children's literature identified at the beginning of the project. At the end of the project, students were asked for feedback on how the bilingual book project could be improved. *Kenosha, WI*

EXAMPLE TWO: : In a collaborative service-learning project between Canterbury Elementary School, in Greendale WI and Clarke Street Elementary School in Milwaukee, WI fourth grade students partnered together to develop tutoring centers for younger students struggling academically. After initial needs assessments, students were introduced to each other via letter writing at the beginning of the year and in December, met in person. During that in person meeting students reviewed needs assessments and discussed the kind of service-learning project they were interested in working on together. Students chose the tutoring center idea and started planning. Over the course of the year, they continued to work together on this project, planned a walk through to determine what the tutoring centers would look like and finally, in the spring, launched their centers at both schools. The students did a lot of reflecting to help them monitor if they were meeting their goals of the project. The evidence collected throughout the project was our reflection sheets and interviews that helped them monitor and demonstrate their understanding and progress of this project. The evidence collected was their reflections and interviews from the other teachers involved in this project about how they thought this project was going. The students used these interviews and reflections to help improve their tutoring centers. The students always worked together on their reflections and came up with ideas to help improve their projects. *Greendale, WI and Milwaukee, WI*

EXAMPLE THREE: In one high school service-learning class, students established teamwork as a goal for a service-learning project in which they worked with children of prisoners. After students set the goals, they developed an assessment rubric that would determine how well each of the goals was being reached. Every few weeks, students assessed their individual and group efforts, then discussed how well they were doing, whether they were on target to reach their goals, whether the teamwork group process was working, and how they could improve. This self-monitoring led to establishing clear expectations, conflict-resolution skills, and more goal-driven behaviors.

Unpacking What Works in Service-Learning:

Promising Research-Based Practices to Improve Student Outcomes

Available from the NYLC Resource Center at www.nylc.org

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