ASSESSMENT

ASSESSMENT

INTRODUCTION

There are many ways to assess the results of a program. Some of these involve simple processes such as observing what happens, recording and commenting upon those observations, interviewing students and community participants regarding their views on what has transpired, and collecting documents and other student objects relating to service-learning project experiences.

Indeed, other parts of this *Ethics & Service* curriculum have been about assessment tools such as the above. For the most part, we have called this type of assessment "reflection," and several specific reflection tools have been suggested to you along the way, particularly in Lesson 12: Final Reflections.

In this section, we offer several other ideas for assessing the overall success of your *Ethics & Service* program:

- **Jeopardy!™ A Test for Student Comprehension.** The first tool is a simple comprehension review for students delivered in the format of a Jeopardy game. It challenges students to recall the content of the readings and the processes they have studied in *Ethics & Service*. And, hopefully, it will be a lot of fun.
- **End-of-Semester Reflections on Service-Learning Experiences.** This simple set of eight questions for students should provide you with important feedback regarding the quality of the service-learning experience itself. Without a quality service-learning experience, students are unlikely to reap the maximum benefits this program has to offer.
- **Notebook Checklist: A Rubric to Assess Student Notebooks.** Student notebooks documenting each student's progress during the *Ethics & Service* course and the service-learning experience will be one of your most important assessment measures. This easy-to-use rubric for teachers forms one basis for determining the quality of student work during the course. You might want to add other criteria to the rubric as well. Be sure to share your list of criteria with students before they begin putting together and using their project notebooks.
- **Program Assessment Checklist: A Rubric to Assess Overall Program Success.** This teacher tool is designed as a checklist for you to estimate whether your program's implementation has met certain basic quality standards. Many of these ideas are drawn from a much more complete document developed by the National Service-Learning Cooperative. Their list has been simplified here, and ethics objectives added, to make it easier for you to reflect quickly on your students'

progress. For a more detailed set of service-learning criteria, request a copy of the Essential Elements of Service-Learning from the National Youth Leadership Council, 1910 W. County Rd. B, St. Paul, MN 55108 (email: nylcusa@aol.com).

- **Responsibility Survey: A Pre-/Post-Test Instrument to Measure Student Change**. This third tool is drawn from a research instrument originally designed by the Institute for Global Ethics to explore whether adding an ethical decision-making component to service-learning programs would add value to the service-learning experience. Initial research indicates that this is the case. Specifically, research has shown that following implementation of an ethics training program, and compared to others who do not participate in an ethics training program, students will:
  - Indicate a stronger sense of responsibility to school and community
  - Be more likely to frame situations in terms of ethics
  - Express greater personal responsibility for resolving situations
  - Sometimes realign their values

Assessment: Revisions for Next Time

JEOPARDY!: A TEST FOR STUDENT COMPREHENSION

INSTRUCTIONS

This is a fairly easy way for students to review the concepts and processes described in *Ethics & Service*. The questions are asked in a format that is used on the long-running television show Jeopardy!™, where instead of asking a question directly to get the right answer, the moderator gives an answer and asks the contestant to come up with the right question.

Here's an example:

Moderator: *This type of ethical dilemma involves comparing the interests of a small group with those of a larger group.*

Correct Answer: *What is "self versus community"?*

You can use the 48 cards that follow in a number of ways:

- Make several sets of the cards. Have students cut them up, shuffle them, and then quiz one another.
- Make a set of cards for yourself and use them at the end of class to test student recall for topics covered so far.
- Make a competitive game out of it, or a class quiz. Have each student put his or her name on a piece of paper with the numbers 1 through 20 in a list. Give an answer, give students 30 seconds to think of the question and write it down, and then continue on to the next answer. When all 20 answers have been given, go back and discuss the proper question for each. Have students correct their own or each other's papers. Tell them to award themselves five points for each correct answer.
- Then see how well you have done in teaching the unit!

Lord Moulton, a 19th-century British jurist, coined this phrase to describe actions we take because they are the right thing to do.

What is obedience to the unenforceable?

One definition of this term is "acquiring knowledge or skill by helping someone else."

What is service-learning?

This is a process by which we gain meaning and understanding from our service-learning experiences.

What is reflection?

John Gardner says that where this exists, members find a sense of belonging and a measure of security.

What is a community?

Rushworth Kidder says that we will not survive the 21st century with the ethics of the 20th century because ethics is leveraged by this.

What is technology?

In this incident in the Soviet Union in 1986, two engineers decided to perform an experiment even though it was terribly dangerous.

What is Chernobyl?

In this incident in 1989, a captain let an inexperienced subordinate navigate a large oil tanker through the Prince William Sound in Alaska. As a result, 11 million gallons of oil spilled into the environment.

What is the Exxon Valdez?

In one story, a 10-year-old boy asked what to do with a wallet he had found. The adults he asked all said, "Gee, I can't impose my values on you"— a response that is an example of this perspective.

What is ethical relativism?

When we studied our community, we looked at its liabilities, or problems, but we also looked at these positive features.

What are assets?

This educational method provides students with an opportunity to make a real contribution to their community.

What is service-learning?

"A group of people living together as a smaller social unit within a larger one, and having interests, work, etc. in common" is one definition of this.

What is a community?

He coined the phrase "wholeness incorporating diversity."

Who is John Gardner?

When planning a service-learning project, it's often helpful to look for these "valuable or desirable things" in the community.

What are assets?

When the Girl Scouts of America asked high-school students whether or not they would cheat to pass an important exam, two-thirds of them answered this.

What is "yes"?

Eldridge Cleaver once said, "You're either part of the problem or part of . . ." this.

What is the solution?

When we prepared to do our service-learning projects, one of the things we did was to imagine difficult situation we might face. We identified these situations as being this.

What are challenges?

This type of values has to do with forming the ideal human character.

What are ethical values?

A type of value that has to do with the essential nature of something is called an intrinsic value. A type of value that involves a means to an end is called this.

What is an instrumental value?

The study of standards of right and wrong.

What is ethics?

These statements of shared, basic values are typically general and easily remembered.

What are codes of ethics?

These are three of the five values most commonly agreed to by communities

What are [honesty, respect, responsibility, compassion, and fairness]?

When a right choice conflicts with a wrong choice, we call this a right-versus-wrong decision. When two right choices come into conflict, we call it this.

What is a right-versus-right dilemma?

In this right-versus-wrong test, we ask if the law will be broken.

What is the Legal Test?

In this right-versus-wrong test, we consider our intuition and internal feelings.

What is the Gut-Feeling Test?

In this right-versus-wrong test, we ask how we would feel if our choice were told to everyone we know.

What is the Front-Page Test?

In this right-versus-wrong test, we consider what a person we respect highly would do.

What is the Role-Model Test?

This is what we call the person who has the dilemma.

Who is the actor?

This type of dilemma involves being honest versus maintaining confidentiality.

What is truth versus loyalty?

This type of dilemma involves comparing the interests of a small group with those of a larger group.

What is self versus community?

This type of dilemma involves meeting present needs versus preparing for the future.

What is short term versus long term?

This type of dilemma involves treating everyone equally versus making exceptions.

What is justice versus mercy?

This poet wrote the following lines: "Two roads diverged in a wood and I—I took the one less traveled by, and that has made all the difference."

Who is Robert Frost?

This poet wrote, "I thought hard for us all—my only swerving—then pushed her over the edge into the river."

Who is William Stafford?

The four models we use to explain when two core values come into conflict are called this.

What are dilemma paradigms?

The first step in deciding a right-versus-right dilemma is called analysis. The second step is called this.

What is resolution?

This resolution principle is most easily understood by the phrase "Do whatever provides the greatest good for the greatest number."

What is Ends-Based?

This resolution principle asks what I would do if there were only one universal rule to follow.

What is Rule-Based?

Immanuel Kant once said, "Act only on that maxim through which you can at the same time will that it should become a universal law." This is a form of the Rule-Based principle, but Kant called it this.

What is the categorical imperative?

A third resolution principle is called Care-Based. It commands that we do to others what we would want others to do to us. While it is a universal principle reflected in all religions, we typically call it this.

What is the Golden Rule?

Sometimes when we apply our decision principles, we still are not sure what to do. In that case, we can search for this.

What is the third way out?

This philosopher said: "To choose not to choose is still to act."

Who is Jean-Paul Sartre?

The eighth checkpoint on the nine checkpoints for ethical decision making list is to decide. This is the ninth.

What is revisit the decision?

When someone chooses to uphold their core ethical values in the face of great personal risk, we say that they have demonstrated this.

What is moral courage?

This is the term we use to describe someone who is prepared for the ethical challenges he or she will face.

What is ethically fit?

This single word has two meanings: that which has intrinsic worth, or a standard or quality that is worthwhile.

What is a value?

This famous scientist said, ". . . one thing I know: the only ones among you who will be really happy are those who have sought and found how to serve."

Who is Albert Schweitzer?

This important part of the service-learning process is when we take the time to appreciate our work and to recognize people for their important contributions.

What is celebration?

At this institution, one is not supposed to "lie, cheat, or steal, or tolerate those who do."

What is West Point?

End-of-Semester Reflections on Service-Learning Experiences

Instructions

Below are some questions about your service-learning experiences this semester. Please answer all questions honestly. For each question, write the appropriate letter in the space provided.

_____ 1) I was given responsibility for important activities.
- a. strongly agree
- b. agree
- c. uncertain
- d. disagree
- e. strongly disagree

_____ 2) I often felt that I was accomplishing something important.
- a. strongly agree
- b. agree
- c. uncertain
- d. disagree
- e. strongly disagree

_____ 3) I feel that in my service-learning I made a difference.
- a. strongly agree
- b. agree
- c. uncertain
- d. disagree
- e. strongly disagree

_____ 4) I had face-to-face contact with those I was helping.
- a. strongly agree
- b. agree
- c. uncertain
- d. disagree
- e. strongly disagree

_____ 5) I really got to know the people I was helping.
a. strongly agree
b. agree
c. uncertain
d. disagree
e. strongly disagree

_____ 6) I saw some good examples of people who are committed to helping others.
a. strongly agree
b. agree
c. uncertain
d. disagree
e. strongly disagree

_____ 7) I often thought about the impact I was having on others.
a. strongly agree
b. agree
c. uncertain
d. disagree
e. strongly disagree

_____ 8) As part of my service-learning experience, I often discussed the ethical dimensions of my experience with others.
a. strongly agree
b. agree
c. uncertain
d. disagree
e. strongly disagree

Notebook Checklist: A Rubric to Assess Student Notebooks

Standard	Minimum Performance: Grade C–D	Moderate Performance: Grade B–C	Quality Performance: Grade A–B
Complete. Notebook includes all required documents: table of contents, journal entry pages, handouts and worksheets, reflection exercises, etc. Teacher should detail this up front.	60 percent of required documents are included.	60 to 80 percent of required documents are included.	More than 80 percent of required documents are included.
Organized. Notebooks are put together in a logical, planned manner that is carried out consistently.	No table of contents and/or organizational pattern unclear. Messy.	Mostly logical table of contents. Notebook papers neat and mostly in place.	Notebook papers completely logical, planned, neat, and consistent.
Reflective. Journal entry pages, worksheets, and homework assignments, etc. exhibit cognitive processes learned in class.	Student reflections occur only occasionally and do not go beyond "what happened."	Reflection occurs in several instances, sometimes uses the language of the course, and involves some analysis of events using ideas and processes learned.	Reflection occurs regularly and extends to evaluating experiences and synthesizing learning for future application.
Creative. Parts of the notebook involve showing imagination or demonstrating artistic inventiveness.	Notebook not particularly imaginative and does not include any forms of artistic expression.	Notebook either includes some form of artistry or is presented in an imaginative way.	Notebook design and contents are highly imaginative and/or artistic.
Substantive. Concepts discussed in *Ethics & Service* are applied in students' work, and this application is reflected in the contents of the notebook.	Only one or two key ideas or processes are highlighted.	Several but not all major concepts are integrated into the contents of the notebook.	Essentially all major concepts explored in *Ethics & Service* are integrated into the contents of the notebook.

Program Assessment Checklist: A Rubric to Assess Overall Program Success

Below is a table including twelve suggested measures of program success drawn from service-learning standards developed by the National Service-Learning Cooperative and ethical decision-making standards developed by the Institute for Global Ethics. As a teacher, you will want to reflect—just as you ask your students to do—on how well the service-learning program is unfolding. So assess your program periodically, based on the checklist.

For each of the twelve suggested standards, there is a minimal, moderate, and high success rating. As you think about your program, check off minimal, moderate, or high for each of the twelve standards. Give yourself a 1 for minimum success ratings, a 2 for moderate success ratings, and a 3 for high success ratings. Then add up your numbers.

A score of 30 or more indicates you are doing a pretty good job; 20 to 29 means you are on track, but need to work on the low-scoring areas; and less than 20 means you need to rethink your approach.

Here are some suggested times for checking up on program success:

Following:	Assess using:
Lessons 1–4	Standards 1, 2, 3, 4, 11
Lessons 5–6	Standards 7, 8, 11
Lesson 7	Standards 3, 4, 5, 6, 8, 9, 11
Lessons 8–11	Standards 3, 5, 10, 11
Lesson 12	All standards

Standard	Minimal Success	Moderate Success	High Success
1) Service-learning activities are tied to specific academic objectives.	Only a very loose connection is made.	At least one explicit service-learning outcome clearly relates to academic objectives.	Multiple expected service-learning outcomes clearly relate to academic objectives.
2) Service-learning activities have goals and have been selected to meet genuine community needs.	Goals have not been identified, and the need is not clear to students.	Students generally understand the goal and believe the project is meeting somebody's needs.	Goals are written and clearly understood by students. The need is genuine and recognized as being important.
3) Students are aware of the ethical dimension surrounding their service-learning activities.	The "ethics" lessons and service-learning projects seem unrelated.	Students understand that ethical values play a role in their service-learning work.	Students also identify, discuss, and reflect on ethical issues that surface during their experiences.
4) Students are involved in selecting, implementing, and evaluating their projects.	Projects are selected and designed by the teacher.	Students make choices from options suggested by the teacher.	Students have a significant voice in selecting, implementing, and evaluating their projects.
5) Students are prepared (knowledge, skills, understanding) before embarking on their projects.	Any preparation is very general, no reflection on students' prior related experiences occurs, and orientation to the site takes place at the site.	Before the project begins, discussions to identify students' knowledge, skills, and understanding occur. Someone from the service site visits to share information.	Besides student discussions and meetings with site representatives, students demonstrate their preparedness through class presentations relating to the project area.
6) An evaluation plan is crafted before the project begins, and students have a strong voice in its design.	No formal plan is designed ahead of time.	The teacher designs an evaluation plan. Its purpose is summative (to sum up what happened).	The teacher and students design ahead of time an evaluation plan that not only is summative, but also is formative (draws conclusions for future improvements).

Standard	Minimal Success	Moderate Success	High Success
7) Students are able to identify and understand core shared values that form the ethical environment within which service-learning activities are implemented.	Students do not complete the interactive values definition process.	Students complete the activity and come up with a list, but do not spend much time reflecting on it.	Students reflect on their work and can make a clear connection among ethical values, their service-learning projects, and day-to-day challenges they face.
8) Students are able to operationalize their ethical values—through specific behaviors—within the context of projects.	Discussion of the values selected may occur, but behaviors are not identified in writing nor compiled into a code of ethics.	Values-based behaviors are identified and compiled and some reflection around them occurs, but not on a regular basis.	Students check in to their code of ethics weekly to see if they are living up to it during their project work.
9) There is substantial interaction between students and community members.	There is little or no interaction between students and community project partners.	Students experience some interaction with community members.	Strong partnerships—involving the students themselves—have been set up with community members/groups.
10) Students can identify, analyze, and resolve ethical dilemmas that arise.	Students do not appear to understand the decision-making concepts, and so their ability to use the ethical decision-making process is minimal.	Students demonstrate an understanding of concepts and can follow the process with examples offered by the teacher and others.	In addition, students can frame ethical issues they experience at home, school, and in the community; apply the process to reach a good decision; and take action on the decision.
11) Reflection—in a variety of forms—occurs regularly before, during, and after the experience.	Student reflections occur only occasionally, in isolation from others, and do not go beyond "what happened."	Reflection occurs on several occasions, including group discussions. Service-learning experiences are analyzed and curricular linkages made.	Reflection occurs at least weekly, involves multiple forms, and extends the analysis process to the evaluation, synthesis, and application of learning to students' day-to-day lives and the curriculum.
12) Recognition and celebration of students' service work occurs as part of the project.	Recognition is only by the teacher in class.	Recognition involves inviting others to class.	A wider audience participates in the celebration process, which includes assemblies, media coverage, etc.

Responsibility Survey: A Pre-/Post-Test Instrument to Measure Student Change

This assessment tool is included for those who will want to study the effect of the *Ethics & Service* curriculum more rigorously. Be advised that this survey approach takes time—time to administer (both before and after the curriculum is offered), time to score, and time to analyze and reflect on results.

Remember that for the test to be useful, you will need to have both a pre-test and a post-test completed by each student. You also will need a way to match student pre- and post-tests. This can be a totally open process in which students put their names on the questionnaire, or an anonymous process, in which you match tests by birth date, social security number, or some other numerical device.

Regarding interpretations of the dilemma scenario, we have included some simple guidelines for observing and recording students' attitudinal change. In an actual research process, this analysis of student responses would be much more rigorous, so please be careful when drawing conclusions based on students' narrative responses. For more detail on this analysis process, you may write the Education Program at the Institute for Global Ethics, or call at 800-729-2615.

Finally, we suggest that the information collected on these questionnaires be kept confidential and only be used by you to evaluate the effect of the program on your class.

QUESTIONNAIRE

Student _____

Teacher _____

Date _____

Grade _____

Gender: Male ❑ Female ❑

▶ PART I: PRIORITIES SURVEY

INSTRUCTIONS

Below are twelve values held by many people today. Please rank order these values in terms of their importance to you personally. Place a 1 in front of the value that is the most important to you, a 2 in front of the next most important value, and so on.

_____ **COMPASSION** (helping others who are in difficulty)

_____ **RESPONSIBILITY** (being a responsible person)

_____ **WEALTH** (being financially well off)

_____ **INDEPENDENCE** (being able to do what I want)

_____ **HONESTY** (being truthful in my dealings with others)

_____ **RECOGNITION** (being recognized by others)

_____ **RESPECT** (being able to respect myself and others)

_____ **INFLUENCE** (being able to have an impact on the world)

_____ **PLEASURE** (having a good time, enjoying myself)

_____ **COMMUNITY** (being an active member of a community)

_____ **FAIRNESS** (working to promote justice for all)

_____ **INTIMACY** (developing a lasting, intimate relationship)

▶ PART II

SITUATION

Maria, while working on a service-learning project at the local health center, sees her friend Robert walk away from the health center after work with property that clearly belongs to the health center. She knows that he didn't see her and that he did not have permission to take the property home.

A) ***Do you think Maria has a problem?*** *Circle your choice and explain it.*

❑ YES *Why do you think Maria has a problem?* _____

_____

_____

_____

❑ NO *If you think this would not be a problem, explain why.* _____

_____

_____

_____

B) ***If Maria asked you for advice on what she should do, what advice would you give her?*** *That is, which of the following choices do you think is the best?*

Circle the letter in front of the best choice. ***Maria should:***

a) Say and do nothing.
b) Report what she saw to her service-learning coordinator.
c) Talk to Robert about it.
d) Do none of the above (i.e., choose a different and better solution)

Explain why the option you have circled is the best choice. If you chose (d), describe your solution, and explain why it is a better choice. _____

_____

_____

_____

_____

Part III: Personal Opinions

Instructions

Please read each statement and then indicate how often you think it is true of you. Circle one number for each item.

	Never True	Seldom True	Sometimes True	Often True	Almost Always True
a) I feel I should be doing something about problems in our community.	1	2	3	4	5
b) I make commitments to other people that I cannot keep.	1	2	3	4	5
c) Helping other people is more important to me than my personal success.	1	2	3	4	5
d) I prefer not to think about problems in my community.	1	2	3	4	5
e) On group projects I let others do most of the work.	1	2	3	4	5
f) I'm concerned about how to make our community a better place for everyone.	1	2	3	4	5
g) If I can't make an appointment, I let the person know in advance.	1	2	3	4	5
h) I try to get other students to support our school's programs and activities.	1	2	3	4	5
i) I don't care to join in projects to help our school.	1	2	3	4	5
j) I try to imagine how we could improve school for everyone.	1	2	3	4	5

Part IV: Future Community Involvement

As an adult, how likely are you to become actively involved in each of the following activities? Circle one answer for each.

	Not Likely	Somewhat Likely	Very Likely
a) Church group	1	2	3
b) Labor union	1	2	3
c) Volunteer service in social agencies like hospitals, schools, nursing homes, scouting, etc.	1	2	3
d) Recreational groups like social clubs, athletic teams, outdoor or musical groups	1	2	3
e) Fraternal organizations (Elks, Moose, etc.) or women's clubs or organizations	1	2	3
f) Neighborhood associations	1	2	3
g) Civic associations (Rotary, chamber of commerce, etc.)	1	2	3
h) Political party	1	2	3
i) Interest groups (the environment, gender rights, the arts, etc.)	1	2	3

SCORING THE QUESTIONNAIRE

INSTRUCTIONS

Copy the questionnaire and distribute it to students to complete before beginning the *Ethics & Service* curriculum. At the conclusion of the term during which *Ethics & Service* has been introduced, once again distribute the questionnaire and ask students to complete it.

PART I: PRIORITIES SURVEY

This section represents a modification of the Rokeach Survey of Values (Rokeach, 1973). It is used to assess if, following implementation of the *Ethics & Service* curriculum, students' preference for and ranking of basic social values have changed in a more socially responsible manner. Core ethical values on this list include compassion, responsibility, honesty, respect, and fairness. These values, along with community, are sociocentric values—values concerned more with the needs of others than with the needs of self. Compare post-tests to pre-tests to see if any of these values are ranked higher on the post-test, and to observe if values such as wealth and pleasure are ranked lower on the post-test.

PART II: CONTEMPORARY SITUATION

Score each pre-test and post-test questionnaire according to the directions below. Then compare post-test scores to pre-test scores. Are post-test scores higher, lower, or the same in terms of 1) recognizing that an ethical issue exists, 2) using the language and structure of the ethical-decision-making process to frame the problem and resolve the dilemma, and 3) accepting responsibility for making a decision? This scale is an adaptation of a scale developed by Jim Leming, Character Evaluation Associates, Murphysboro, Illinois.

IS THE STUDENT AWARE THERE IS A PROBLEM?

Use students' answers to Part A of the scenario and score them as follows:

Score 3 if the student circles YES and writes that the problem concerns a question of right and wrong. (Example: "Yes. Robert is Maria's friend, but Maria also has a responsibility to the health center. Does she remain loyal to her friend or tell the truth?")

Score 2 if the student circles YES or NO, but is somewhat ambiguous about whether the problem concerns a question of right and wrong. (Example: "Yes. She doesn't want to upset the boy.")

Score 1 if YES or NO (usually NO) is circled and there is no concern about matters of right and wrong. (Example: "Maria doesn't have to deal with it. What goes around comes around for Robert.")

Score 0 if there is no response or the response is incoherent.

DOES THE STUDENT USE THE LANGUAGE AND STRUCTURE OF THE ETHICAL-DECISION-MAKING PROCESS?

Use students' answers to Part A and to Part B ("Explain why the option you have selected is the best choice") and score them as follows:

Score 3 if the student clearly frames the issue using the language of *Ethics & Service*. (Example: "She has a right-versus-right situation where it's right to tell and get stolen goods back, but it's right to be loyal to your friend.")

Score 2 if the student applies the concepts but does not use the exact terminology. (Example: "Yes, because she knows someone she is loyal to is doing something that is something she ethically disagrees with." The second choice is not laid out here.)

Score 1 if there is no hint of the curriculum's language and structure. (Example: "No, I don't think that she has a problem because she is just trying to help a friend.")

Score 0 if there is no response or the response is incoherent.

DOES THE STUDENT THINK THAT MARIA HAS A RESPONSIBILITY TO DEAL WITH THE PROBLEM?

Use the students' responses in Part B and score them as follows:

Score 3 if the student believes that Maria clearly retains responsibility. (Example: "She must decide whether or not to tell.")

Score 2 if some action is implied but it remains unclear what exactly the final action should be or who should take it. (Example: "Maybe she can make him go and say what he did.")

Score 1 if the student gives responsibility for making the decision to another person or avoids the question of responsibility altogether. (Example: "It has nothing to do with her—she should worry about herself.")

Score 0 if there is no response or the response is incoherent.

For more examples on how to score Part II of the questionnaire, call or write the Education Program at the Institute for Global Ethics.

Part III: Personal Opinions

This section utilizes a scale originally developed by Newmann and Rutter (1983). It measures students' general sense of social responsibility and concern for the welfare of others within their school and in the society at large. The general sense of social responsibility contains seven items (a through g) with a possible range of scores from 7 to 35. The sense of responsibility to one's school consists of three items (h through j) with a possible range of scores from 3 to 15. Give each response a score based on the chart below and add up the individual scores. (Note that some questions are reverse scored compared to the questionnaire.) See if the total on the post-test is higher than the total on the pre-test.

Scoring for Part III: Personal Opinions

** These items are reverse scored.*

	Scores				
	Never True	Seldom True	Sometimes True	Often True	Almost Always True
To measure general sense of social responsibility:					
a) I feel I should be doing something about problems in our community.	1	2	3	4	5
*b) I make commitments to other people that I cannot keep.	5	4	3	2	1
c) Helping other people is more important to me than my personal success.	1	2	3	4	5
*d) I prefer not to think about problems in my community.	5	4	3	2	1
*e) On group projects I let others do most of the work.	5	4	3	2	1
f) I'm concerned about how to make our community a better place for everyone.	1	2	3	4	5

	Scores				
	Never True	Seldom True	Sometimes True	Often True	Almost Always True
g) If I can't make an appointment I let the person know in advance.	1	2	3	4	5
To measure sense of responsibility to school:					
h) I try to get other students to support our school's programs and activities.	1	2	3	4	5
*i) I don't care to join in projects to help our school.	5	4	3	2	1
j) I try to imagine how we could improve school for everyone.	1	2	3	4	5

Part IV: Future Community Involvement

This section was adapted from a scale originally developed by Newmann and Rutter (Newmann and Rutter, 1983). Its purpose is to measure intent to participate in one's community in the future. Scores in this section will range from 9 to 27. Give each response a score based on the chart below and add up the individual scores. See if the total on the post-test is higher than the total on the pre-test.

Scoring for Part IV: Future Community Involvement

As an adult, how likely are you to become actively involved in each of the following activities?

	Scores		
	Not Likely	Somewhat Likely	Very Likely
a) Church group	1	2	3
b) Labor union	1	2	3

	Scores		
	Not Likely	Somewhat Likely	Very Likely
c) Volunteer service in social agencies like hospitals, schools, nursing homes, scouting, etc.	1	2	3
d) Recreational groups like social clubs, athletic teams, outdoor or musical groups	1	2	3
e) Fraternal organizations (Elks, Moose, etc.) or women's clubs or organizations	1	2	3
f) Neighborhood associations	1	2	3
g) Civic associations (Rotary, chamber of commerce, etc.)	1	2	3
h) Political party	1	2	3
i) Interest groups (the environment, gender rights, the arts, etc.	1	2	3