

Rubric for Service Learning Project

Item	10	8	6	4	2
<p>Community Need: This activity meets an actual need in the community and is coordinated through collaboration with the community</p>	Determined by or discovered through extensive research and collaboration with group and community	Determined by or discovered through strong research and collaboration with group and community	Determined by or discovered through basic research and collaboration with group and community	Determined by making a guess as to what the community needs may be. No collaboration with teacher or community.	Community needs secondary to what student wants to do. Project considers only student needs. No collaboration.
Workload	The workload is divided and shared equally by all team members.	The workload is divided and shared fairly by all team members, though workloads may vary from person to person.	The workload was divided, but one person in the group is viewed as not doing his/her fair share of the work.	The workload was divided, but more than one person in the group is viewed as not doing his/her fair share of the work.	The workload was not divided OR several people in the group are viewed as not doing their fair share of the work.
Planning	Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities	Mostly uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities	Usually uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities	Tends to procrastinate, but always gets things done by the deadlines. Group does not have to adjust deadlines or work responsibilities because of this person's	Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities because of this person's inadequate time management.
Meaningful Service Service-learning	Experiences are developmentally appropriate, address personally relevant	.Project addresses a significant need connected to a personally relevant issue and	.Project addresses a real need connected to a personally relevant issue and provides direct	Project includes minimal direct contact with those being served. Outcomes are attainable and visible,	Students provide indirect service with no contact with population being served. Project

<p>actively engages participants in meaningful and personally relevant service activities.</p> <p>Implementation (x4)</p>	<p>issues, and encourage participants to understand their service experiences in the context of the underlying societal issues being addressed. Interesting and engaging service activities lead to attainable and visible outcomes that have significant impact on participants and others in the school, local, and/or global community.</p>	<p>provides direct contact with those being served. Outcomes are attainable and visible, but may not be highly valued by those being served in the school, local, and/or global community.</p>	<p>contact with those being served. Outcomes are attainable and visible, but may not be highly valued by those being served in the school, local, and/or global community.</p>	<p>but do little to contribute toward lasting change. Students do not understand their service experiences in the context of the underlying societal issues being addressed.</p>	<p>does not lead to attainable and visible outcomes. Experience is not appropriate for students' age and developmental level and/or issue is not personally relevant.</p>
<p>Reflection (x2)</p>	<p>Reflections show deep personal understanding of the importance of service and his/her ability to make a difference. Reflection occurs before, during, and after the experience and includes a variety of verbal, written, artistic, and nonverbal activities to demonstrate changes in participants' knowledge, skills, and/or attitudes.</p>	<p>Reflections show proficient personal understanding of the importance of service and his/her ability to make a difference. Reflection occurs before, during, and after the experience and includes some verbal, written, artistic, and nonverbal activities to demonstrate changes in participants' knowledge, skills, and/or attitudes.</p>	<p>Reflections show growing personal understanding of the importance of service and his/her ability to make a difference. Reflection occurs at some point and includes some of verbal, written, artistic, and nonverbal activities to demonstrate changes in participants' knowledge, skills, and/or attitudes.</p>	<p>Reflections show limited personal understanding of the importance of service and his/her ability to make a difference.</p>	<p>Reflections show student largely unaffected by the importance of service and his/her ability to make a difference.</p>
<p>Demonstration & Celebration</p>	<p>Strong awareness of audience in the design. Students can clearly explain why they felt the vocabulary, audio and graphics chosen fit the target audience.</p>	<p>Moderate awareness of audience in the design. Students can explain why they felt the vocabulary, audio and graphics chosen fit the target audience.</p>	<p>Some awareness of audience in the design. Students can partially explain why they felt the vocabulary, audio and graphics chosen fit the target audience.</p>	<p>Some awareness of audience in the design. Students find it difficult to explain how the vocabulary, audio and graphics chosen fit the target audience.</p>	<p>Limited awareness of the needs and interests of the target audience.</p>

Total _____/100