

OSPI's Learn and Serve Culminating Project Group
Rubric for Assessing a Community Service Culminating Project: A Quality Service Learning Project...

	4: Accomplished	3: Competent	2: Needs Improvement	1: Limited
Criterion Provides Meaningful Service	The project was designed in consultation with members of a specific community to meet an important community need to utilize the student's values, interest, talents and skills. Successful completion of the project provided tangible valuable benefits to the community served.	The project was designed to meet and acknowledged need of a specific community, and to utilize the student's values, interest and skills; it was shared with and approved by members of that community. The completed project benefited the community, but a more polished service project would have brought greater benefits	The project was designed to benefit a particular community, but without interaction or involvement of community members, realizing the benefits of the project will be difficult. An attempt was made to share the mostly completed project with a community, but interest response and benefits were less than could have been achieved.	The project was designed with benefits to a general class or category of people, but here is little/no logic to show how the potential benefits might be realized by these people. No attempt was made to share the partially completed project with members of a specific community, and no benefits were realized.
Criterion Is Important To the Student	The student explains why the project is important to him/her, referring to the student's values, the community served, the kind of problem being solved, or the type of service involved.	The student provides a rationale for the project, explaining the importance to the student of the community served or the type of service being provided.	The student explains the reasoning behind the project choice, but it seems that the student's interests in defining the project had to compete with a concern for convenience and for ease of completion.	In explaining the project rationale, it seems that the student was more concerned with convenience and certainty of success than with the community served or the type of service provided.
Criterion Involves Sacrifice/ A Service Ethic	The project described involved an investment of time/energy beyond the mandatory, and required the student to work in an unfamiliar situation outside his/her comfort zone or to miss other opportunities; the attitude conveyed is one of satisfaction.	The project described shows that the student invested the time and effort required, and may have had to miss other opportunities; the student's attitude shows no resentment about the sacrifice involved in providing service.	The project required the student to invest time/effort and maybe to miss other opportunities, but the time spent on the project was minimal and limited to the effectiveness of the project; some irritation about serving is evident.	The student did spend some time/effort on the project, but less than that mandated and less than necessary for an effective project as other priorities were more important; a resentment about providing service is clearly evidenced.
Criterion Stretches The Student	The student explains how the project involved meaningful new learning for the student, requiring time/energy to acquire new knowledge and skills. The student explains the complexities of the project, identifying the problems solved, and the analytical, logical and creative thinking required.	The student explains how the project involved a learning challenge; how time/energy were spent acquiring <i>new</i> knowledge and skills essential to the project. The student explains how the project involved sufficient complexity to challenge the student to solve problems that required analytical, logical and creative thinking.	The student explains the new learning required by the project, but it seems like only a minimal learning challenge, requiring little effort or new learning. The proposal describes a project that is somewhat complex and will pose some problems, but is insufficiently challenging to demand much analytical, logical, and creative thinking.	The student describes a project, the required little/no new learning by the student, because the project was not terribly difficult or challenging The student describes a project that does not seem sufficiently complex or demanding; it is not clear what problems were encountered or how critical, analytical or creative thinking were used to solve them

