



Name(s): _____

Community Project: Assessment Rubric

IB Level	Task Specific Information:	7 - 8	5 - 6	3 - 4	1 - 2
Investigating	<p>- How did you decide on your goal?</p> <p>- What did you already know about it?</p> <p>- What was the <u>need</u> in your community that you addressed?</p> <p>- Why did you want to do this particular project?</p>	<ul style="list-style-type: none"> • define a clear and highly challenging goal to address a need within a community, based on personal interests • identify prior learning and subject-specific knowledge that is consistently highly relevant to the project • demonstrate excellent research skills 	<ul style="list-style-type: none"> • define a clear and challenging goal to address a need within a community, based on personal interests • identify prior learning and subject-specific knowledge generally relevant to the project • demonstrate substantial research skills 	<ul style="list-style-type: none"> • outline an adequate a goal to address a need within a community, based on personal interests • identify basic prior learning and subject-specific knowledge relevant to some areas of the project • demonstrate adequate research skills 	<ul style="list-style-type: none"> • state a goal to address a need within a community, based on personal interests, but this may be limited in depth or accessibility • identify prior learning and subject-specific knowledge, but this may be limited in occurrence or relevance • demonstrate limited research skills
Comments					
IB Level	Task Specific Information:	7 - 8	5 - 6	3 - 4	1 - 2
Planning	<p>- Where did you start your research?</p> <p>- How did you identify what research you needed?</p> <p>- Proposal & Process Journal included in this assessment area</p>	<ul style="list-style-type: none"> • develop a detailed, appropriate and thoughtful proposal for action to serve the need in the community • present a detailed and accurate plan and record of the development process of the project • demonstrate excellent self-management skills 	<ul style="list-style-type: none"> • develop a suitable proposal for action to serve the need in the community • present a substantial plan and record of the development process of the project • demonstrate substantial self-management skills 	<ul style="list-style-type: none"> • develop an adequate proposal for action to serve the need in the community • present an adequate plan and record of the development process of the project • demonstrate adequate self-management skills 	<ul style="list-style-type: none"> • develop a limited proposal for action to serve the need in the community • present a limited or partial plan and record of the development process of the project • demonstrate limited self-management skills
Comments					

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IB Level	Task Specific Information;	7 - 8	5 - 6	3 - 4	1 - 2
Taking Action	 <ul style="list-style-type: none"> - Describe what you did. - How did you collaborate with others? - Evidence of interviews conducted, questions asked, pics of what was done/ needed - How did you analyze if you needed to change course and your contribution? 	<ul style="list-style-type: none"> • demonstrate excellent service as action as a result of the project • demonstrate excellent thinking skills • demonstrate excellent communication and social skills 	<ul style="list-style-type: none"> • demonstrate substantial service as action as a result of the project • demonstrate substantial thinking skills • demonstrate substantial communication and social skills 	<ul style="list-style-type: none"> • demonstrate adequate service as action as a result of the project • demonstrate adequate thinking skills • demonstrate adequate communication and social skills 	<ul style="list-style-type: none"> • demonstrate limited service as action as a result of the project • demonstrate limited thinking skills • demonstrate limited communication and social skills
Comments					
IB LEVEL	Task Specific Information:	7 - 8	5 - 6	3 - 4	1 - 2
Reflecting	 <ul style="list-style-type: none"> - ATL & LP representations embedded through the project & clearly outlined as to how they were developed or not - clear assessment of strengths and challenges of the work - Did the work change you? In what ways? - Connections to global learnings, curricular learnings, etc. 	<ul style="list-style-type: none"> • present an excellent evaluation of the quality of the service as action against the proposal • present excellent reflections on how completing the project has extended their knowledge and understanding of service learning • present detailed and accurate reflections on their development of ATL skills 	<ul style="list-style-type: none"> • present a substantial evaluation of the quality of the service as action against the proposal • present substantial reflections on how completing the project has extended their knowledge and understanding of service learning • present substantial reflections on their development of ATL skills 	<ul style="list-style-type: none"> • present an adequate evaluation of the quality of the service as action against the proposal • present adequate reflections on how completing the project has extended their knowledge and understanding of service learning • present adequate reflections on their development of ATL skills 	<ul style="list-style-type: none"> • present a limited evaluation of the quality of the service as action against the proposal • present limited reflections on how completing the project has extended their knowledge and understanding of service learning • present limited reflections on their development of ATL skills
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Final Comments:

Parent Acknowledgement: