

Student(s) Name: \_\_\_\_\_

ATL Supervisor: \_\_\_\_\_

Title of Community Project: \_\_\_\_\_

Global Context: \_\_\_\_\_

### IB MYP Community Project Presentation Rubrics

During your presentation you will be assessed on all 4 criteria, for a maximum score of 32. There will be no questions after the presentation, so you must show evidence of each criterion during the presentation.

**Overall Score:**  
\_\_\_\_ /32 points

#### Criterion A: Investigating

In the community project, students should be able to:

- i. define a goal to address a need within a community, based on personal interests
- ii. identify prior learning and subject-specific knowledge relevant to the project
- iii. demonstrate research skills.

Achievement level	Level descriptor	Supervisor Comments/Notes
<b>0</b>	Students do not achieve a standard described by any of the descriptors below.	NO PROJECT WAS PRESENTED
<b>1-2</b>	Students: i. <b>state</b> a goal to address a need within a community, based on personal interests, but this may be <b>limited</b> in depth or accessibility ii. identify prior learning and subject-specific knowledge, but this may be <b>limited</b> in occurrence or relevance iii. demonstrate <b>limited</b> research skills.	
<b>3-4</b>	Students: i. <b>outline</b> an <b>adequate</b> goal to address a need within a community, based on personal interests ii. identify <b>basic</b> prior learning and subject-specific knowledge relevant to some areas of the project iii. demonstrate <b>adequate</b> research skills.	
<b>5-6</b>	Students: i. <b>define</b> a <b>clear and challenging</b> goal to address a need within a community, based on personal interests ii. identify prior learning and subject-specific knowledge <b>generally relevant</b> to the project iii. demonstrate <b>substantial</b> research skills.	
<b>7-8</b>	Students: i. <b>define</b> a <b>clear and highly challenging</b> goal to address a need within a community, based on personal interests ii. identify prior learning and subject-specific knowledge that is <b>consistently highly relevant</b> to the project iii. demonstrate <b>excellent</b> research skills.	

## Criterion B: Planning

In the community project, students should be able to:

- i. develop a proposal for action to serve the need in the community
- ii. plan and record the development process of the project
- iii. demonstrate self-management skills.

Achievement level	Level descriptor	Supervisor Comments/Notes
0	Students do not achieve a standard described by any of the descriptors below.	NO PROJECT WAS PRESENTED
1-2	Students: i. develop a <b>limited</b> proposal for action to serve the need in the community ii. present a <b>limited or partial</b> plan and record of the development process of the project demonstrate limited self-management skills. iii. demonstrate <b>limited</b> self-management skills.	
3-4	Students: i. develop an <b>adequate</b> proposal for action to serve the need in the community ii. present an <b>adequate</b> plan and record of the development process of the project iii. demonstrate <b>adequate</b> self-management skills.	
5-6	Students: i. develop a <b>suitable</b> proposal for action to serve the need in the community ii. present a <b>substantial</b> plan and record of the development process of the project iii. demonstrate <b>substantial</b> self-management skills.	
7-8	Students: i. develop a <b>detailed, appropriate and thoughtful</b> proposal for action to serve the need in the community ii. present a <b>detailed and accurate</b> plan and record of the development process of the project iii. demonstrate <b>excellent</b> self-management skills.	

### Criterion C: Taking action

In the community project, students should be able to:

- i. demonstrate service as action as a result of the project
- ii. demonstrate thinking skills
- iii. demonstrate communication and social skills.

Achievement level	Level descriptor	Supervisor Comments/Notes
0	Students do not achieve a standard described by any of the descriptors below.	NO PROJECT WAS PRESENTED
1-2	Students: i. demonstrate <b>limited</b> service as action as a result of the project ii. demonstrate <b>limited</b> thinking skills iii. demonstrate <b>limited</b> communication and social skills.	
3-4	Students: i. demonstrate <b>adequate</b> service as action as a result of the project ii. demonstrate <b>adequate</b> thinking skills iii. demonstrate <b>adequate</b> communication and social skills.	
5-6	Students: i. demonstrate <b>substantial</b> service as action as a result of the project ii. demonstrate <b>substantial</b> thinking skills iii. demonstrate <b>substantial</b> communication and social skills.	
7-8	Students: i. demonstrate <b>excellent</b> service as action as a result of the project ii. demonstrate <b>excellent</b> thinking skills iii. demonstrate <b>excellent</b> communication and social skills.	

## Criterion D: Reflecting

In the community project, students should be able to:

- i. evaluate the quality of the service as action against the proposal
- ii. reflect on how completing the project has extended their knowledge and understanding of service learning
- iii. reflect on their development of ATL skills.

Achievement level	Level descriptor	Supervisor Comments/Notes
0	Students do not achieve a standard described by any of the descriptors below.	NO PROJECT WAS PRESENTED
1-2	Students: i. present a <b>limited</b> evaluation of the quality of the service as action against the proposal ii. present <b>limited</b> reflections on how completing the project has extended their knowledge and understanding of service learning iii. present <b>limited</b> reflections on their development of ATL skills.	
3-4	Students: i. present an <b>adequate</b> evaluation of the quality of the service as action against the proposal ii. present <b>adequate</b> reflections on how completing the project has extended their knowledge and understanding of service learning iii. present <b>adequate</b> reflections on their development of ATL skills.	
5-6	Students: i. present a <b>substantial</b> evaluation of the quality of the service as action against the proposal ii. present <b>substantial</b> reflections on how completing the project has extended their knowledge and understanding of service learning iii. present <b>substantial</b> reflections on their development of ATL skills.	
7-8	Students: i. present an <b>excellent</b> evaluation of the quality of the service as action against the proposal ii. present <b>excellent</b> reflections on how completing the project has extended their knowledge and understanding of service learning iii. present <b>detailed and accurate</b> reflections on their development of ATL skills.	