

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

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

Global Context: \_\_\_\_\_ Date of Presentation \_\_\_\_\_

### 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.

<b>Overall Score:</b>  ____ /32 points
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#### 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
0	Students do not achieve a standard described by any of the descriptors below.	NO PROJECT WAS PRESENTED
1-2	Students: <ol style="list-style-type: none"><li>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;</li><li>ii. identify prior learning and subject-specific knowledge, but this may be <b>limited</b> in occurrence or relevance;</li><li>iii. demonstrate <b>limited</b> research skills.</li></ol>	
3-4	Students: <ol style="list-style-type: none"><li>i. <b>outline</b> an <b>adequate</b> goal to address a need within a community, based on personal interests</li><li>ii. identify <b>basic</b> prior learning and subject-specific knowledge relevant to some areas of the project</li><li>iii. demonstrate <b>adequate</b> research skills.</li></ol>	
5-6	Students: <ol style="list-style-type: none"><li>i. <b>define</b> a <b>clear and challenging</b> goal to address a need within a community, based on personal interests</li><li>ii. identify prior learning and subject-specific knowledge <b>generally relevant</b> to the project</li><li>iii. demonstrate <b>substantial</b> research skills.</li></ol>	
7-8	Students: <ol style="list-style-type: none"><li>i. <b>define</b> a <b>clear and highly challenging</b> goal to address a need within a community, based on personal interests</li><li>ii. identify prior learning and subject-specific knowledge that is <b>consistently highly relevant</b> to the project</li><li>iii. demonstrate <b>excellent</b> research skills.</li></ol>	

## 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: <ol style="list-style-type: none"> <li>i. develop a <b>limited</b> proposal for action to serve the need in the community</li> <li>ii. present a <b>limited or partial</b> plan and record of the development process of the project demonstrate limited self-management skills.</li> <li>iii. demonstrate <b>limited</b> self-management skills.</li> </ol>	
3-4	Students: <ol style="list-style-type: none"> <li>i. develop an <b>adequate</b> proposal for action to serve the need in the community</li> <li>ii. present an <b>adequate</b> plan and record of the development process of the project</li> <li>iii. demonstrate <b>adequate</b> self-management skills.</li> </ol>	
5-6	Students: <ol style="list-style-type: none"> <li>i. develop a <b>suitable</b> proposal for action to serve the need in the community</li> <li>ii. present a <b>substantial</b> plan and record of the development process of the project</li> <li>iii. demonstrate <b>substantial</b> self-management skills.</li> </ol>	
7-8	Students: <ol style="list-style-type: none"> <li>i. develop a <b>detailed, appropriate and thoughtful</b> proposal for action to serve the need in the community</li> <li>ii. present a <b>detailed and accurate</b> plan and record of the development process of the project</li> <li>iii. demonstrate <b>excellent</b> self-management skills.</li> </ol>	

## 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: <ol style="list-style-type: none"><li>i. demonstrate <b>limited</b> service as action as a result of the project</li><li>ii. demonstrate <b>limited</b> thinking skills</li><li>iii. demonstrate <b>limited</b> communication and social skills.</li></ol>	
3-4	Students: <ol style="list-style-type: none"><li>i. demonstrate <b>adequate</b> service as action as a result of the project</li><li>ii. demonstrate <b>adequate</b> thinking skills</li><li>iii. demonstrate <b>adequate</b> communication and social skills.</li></ol>	
5-6	Students: <ol style="list-style-type: none"><li>i. demonstrate <b>substantial</b> service as action as a result of the project</li><li>ii. demonstrate <b>substantial</b> thinking skills</li><li>iii. demonstrate <b>substantial</b> communication and social skills.</li></ol>	
7-8	Students: <ol style="list-style-type: none"><li>i. demonstrate <b>excellent</b> service as action as a result of the project</li><li>ii. demonstrate <b>excellent</b> thinking skills</li><li>iii. demonstrate <b>excellent</b> communication and social skills.</li></ol>	

## 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: <ol style="list-style-type: none"> <li>i. present a <b>limited</b> evaluation of the quality of the service as action against the proposal</li> <li>ii. present <b>limited</b> reflections on how completing the project has extended their knowledge and understanding of service learning</li> <li>iii. present <b>limited</b> reflections on their development of ATL skills.</li> </ol>	
3-4	Students: <ol style="list-style-type: none"> <li>i. present an <b>adequate</b> evaluation of the quality of the service as action against the proposal</li> <li>ii. present <b>adequate</b> reflections on how completing the project has extended their knowledge and understanding of service learning</li> <li>iii. present <b>adequate</b> reflections on their development of ATL skills.</li> </ol>	
5-6	Students: <ol style="list-style-type: none"> <li>i. present a <b>substantial</b> evaluation of the quality of the service as action against the proposal</li> <li>ii. present <b>substantial</b> reflections on how completing the project has extended their knowledge and understanding of service learning</li> <li>iii. present <b>substantial</b> reflections on their development of ATL skills.</li> </ol>	
7-8	Students: <ol style="list-style-type: none"> <li>i. present an <b>excellent</b> evaluation of the quality of the service as action against the proposal</li> <li>ii. present <b>excellent</b> reflections on how completing the project has extended their knowledge and understanding of service learning</li> <li>iii. present <b>detailed and accurate</b> reflections on their development of ATL skills.</li> </ol>	