

Service Learning Project

Levels/Criteria	Needs Improvement	Approaching	Excelling	Score/Level
Organization and time management	Always postpones work until deadline. Has no organization for files or notebooks.	Will begin work early in process, but tends to increase effort toward deadline. Has adequate file system.	Begins immediately. Connects work to assignment not to deadline. Has organized file systems.	
Skill development for task	Assumes others will learn skill. Makes no effort to acquire expertise in skill.	Will learn skill when it is necessary. Usually minimum competence to complete task.	Readily learns new skills as a matter of course. Seeks to extend the skill.	
Understanding of the task	Has little idea of nature of task or procedure. Asks for direction rather than overall clarification.	Has general idea of nature and procedure for task. May proceed with fuzzy idea of outcome or pathway to completion.	Has clear idea of nature and procedure for task or asks for clarification before launching effort. Continuously clarifies as task unfolds.	
Creativity	Boundaries set by the fulfilling of minimum requirements. No personal input or attempt to enhance.	Has new ideas or ways of doing things, but may be reluctant to deploy. Products always well done for requirements	Formulates new ideas or new ways of doing things. Products exceed requirements in design and/or content.	
Quality of Questions	Rarely asks questions. Or most queries are "What do I do next?" or "What do I have to do or know."	Often has specific queries, but they may need amplification. Proposals of ideas or actions are more tentative sometimes off-base.	Most or all queries are specific or take the form of "right on" proposals of ideas or courses of action. "Gets" quick answers.	
Understanding of the process	Avoids teacher Sees task as burden to fill class time with no value. Sees group as free ride.	Sees task as a school requirement to be filled, but sees some value in work. Sees teacher as evaluator and helper.	Sees opportunity in task for doing and learning. Sees value in the work. Sees teacher as colleague/mentor.	
Planning	Has no plan, notion of the magnitude of the work. Is always late or scrambling to complete. Often a "no show" for group work session.	Makes plan, but does not always follow it. May need help allotting time. May miss intermediate deadlines; work may pile up toward end of allotted time.	Conceptualizes task and plans execution as a rational, sequenced process. Almost always meets the set intermediate deadlines , overcomes problems.	
Intellectual contribution	Has little or no grasp of context. Sees task as isolated with no connection to past or future ideas.	Usually understands overall context of task and asks questions about context. Makes connections on own and "gets" those others make.	Understands overall context of the task. Contributes ideas and proposals. Extends connections to ideas past and future.	
Effort	Actively avoids jobs when possible. Complains about others. Has large set of excuses.	Willingly takes on jobs when asked. Works to completion. Will work long hours when required.	Volunteers for jobs no matter how difficult Always works to completion. Willing to work long hours.	
Engagement	Waits for direction. Knows little of what is going on or objectives. Cannot describe where group is in process.	Sometimes initiates action and always works well with direction. Generally knows the specific objectives and where group is.	Enthusiastically initiates action. Personalizes the task and takes ownership of the objectives. Always knows where group is.	