

### Rubric for Service Learning Experience

**Task Description:** This rubric will be used to assess the planning and execution of the service learning experience as well your participation. It will be used to determine your overall grade for the duration of this project.

Criteria	weight	4 – Strong Impact	3 – Good Impact	2 – Some Impact	1 – Minimal Impact
<b>Planning Process</b>	25%	<input type="checkbox"/> Thoroughly covers the selected project Model/FCCLA Planning Process <input type="checkbox"/> Well planned <input type="checkbox"/> Willingness to take risks <input type="checkbox"/> Involves community partners <input type="checkbox"/> Reflections	<input type="checkbox"/> Addresses portions of the selected project Model/FCCLA Planning Process <input type="checkbox"/> Attempts well developed ideas that lead to a general understanding <input type="checkbox"/> Willingness to take some risks	<input type="checkbox"/> Limited coverage of the selected project Model/FCCLA Planning Process <input type="checkbox"/> Limited explanation of ideas creates misunderstanding of project <input type="checkbox"/> Minimal evidence to take risks	<input type="checkbox"/> No evidence of use of the selected project Model/FCCLA Planning Process <input type="checkbox"/> Lacks thoroughness <input type="checkbox"/> Little evidence of willingness to take risk
<b>Correlated with FCCLA projects and FCS curriculum</b>	25%	<input type="checkbox"/> Skillfully integrates essential knowledge and skills from Family and Consumer Sciences course <input type="checkbox"/> Addresses a state or national FCCLA project <input type="checkbox"/> Incorporates 21 <sup>st</sup> Century Skills	<input type="checkbox"/> Integrates essential knowledge and skills from a Family and Consumer Sciences course <input type="checkbox"/> Project is loosely based on a state or national FCCLA project	<input type="checkbox"/> Some evidence of integration of essential knowledge and skills from a Family and Consumer Sciences course <input type="checkbox"/> Project is not based on a state or national FCCLA project	<input type="checkbox"/> No evidence of integration of essential knowledge and skills from a Family and Consumer Sciences course <input type="checkbox"/> State and national concerns are not addressed; project is based on student needs
<b>Facilitate changes to improve the quality of life for person(s) served</b>	25%	<input type="checkbox"/> Effectively helps to alleviate a suffering or solve a problem <input type="checkbox"/> Well-planned project meets a need or addresses an issue	<input type="checkbox"/> Superficial changes affirm an existing community program <input type="checkbox"/> Project enhances needs already being met	<input type="checkbox"/> Some project benefits are evident <input type="checkbox"/> Limited community needs are met	<input type="checkbox"/> No substantive changes are evident <input type="checkbox"/> Needs are addressed, but not met
<b>Encourage development of a caring spirit for and about others</b>	25%	<input type="checkbox"/> Evaluation process reflects affective personal growth <input type="checkbox"/> Project facilitates “buy-in” to additional student service	<input type="checkbox"/> Evaluation process reflects generic growth <input type="checkbox"/> Project verifies importance of student service	<input type="checkbox"/> Affective growth is centered around student needs as opposed to community needs <input type="checkbox"/> Evaluation centers around project itself rather than community needs addressed	<input type="checkbox"/> Little or no affective personal growth is evident <input type="checkbox"/> Evidence reflects self-centered aspects of service

Assignment Score \_\_\_\_\_ + Beyonders/Bonus \_\_\_\_\_ = Final Score \_\_\_\_\_