

## Rubric for Service Learning Project – Senior Citizens

**Task Description:** Students will work in groups to accomplish a service learning project working with senior citizens of the community.

**Reference cards and posters for:**

- Email
- Internet
- Microsoft Word™
- Microsoft PowerPoint™
- search engines

Criteria	weight	4 – Exemplary	3 – Accomplished	2 – Developing	1 – Beginning
<b>Cooperation</b>	25%	<input type="checkbox"/> Does a full share of work or more <input type="checkbox"/> Assigns a clearly defined role; group members perform roles effectively <input type="checkbox"/> Always considers all views and helps team to reach fair decision <input type="checkbox"/> Never argues with teammates <input type="checkbox"/> Group tries to solve its problems by itself without seeking outside help	<input type="checkbox"/> Does an equal share of work <input type="checkbox"/> Assigns roles, but roles are not clearly defined or consistently adhered to <input type="checkbox"/> Usually considers all views and helps team to reach fair decision <input type="checkbox"/> Rarely argues <input type="checkbox"/> Group seldom solves its problems as a team and asks classmates or teacher for help	<input type="checkbox"/> Does almost as much work as others <input type="checkbox"/> Assigns roles, but roles are not adhered to <input type="checkbox"/> Often sides with friends instead of considering all views <input type="checkbox"/> Sometimes argues <input type="checkbox"/> Group settles problems and gives up easily	<input type="checkbox"/> Does less work than other group members <input type="checkbox"/> No effort made to assign roles to group members <input type="checkbox"/> Acts as cliques or individuals rather than group <input type="checkbox"/> Arguments within group <input type="checkbox"/> Little attempt to solve problems; gives up easily
<b>Organization</b>	20%	<input type="checkbox"/> Takes initiative in helping the group get organized and setting times and places to meet <input type="checkbox"/> Product is extremely well organized with an introduction, body, and conclusion <input type="checkbox"/> Has realistic, prioritized, and measurable goals <input type="checkbox"/> Highly productive in accomplishing assignment	<input type="checkbox"/> Works agreeably with partner(s) concerning organization and times and places to meet <input type="checkbox"/> Product is organized with an introduction, body, and conclusion <input type="checkbox"/> Goals are established, but some are too general <input type="checkbox"/> Accomplished basic assignment	<input type="checkbox"/> Can be coaxed into meeting with other partner(s) <input type="checkbox"/> Somewhat organized ideas; not presented in sequence <input type="checkbox"/> Goals not clearly defined <input type="checkbox"/> Barely accomplishes the job	<input type="checkbox"/> Did not meet partner(s) at agreed times or places <input type="checkbox"/> Lack of organization; choppy and confusing; format difficult to follow <input type="checkbox"/> No goals established <input type="checkbox"/> Does not accomplish assignment

<b>Research</b>	20%	<input type="checkbox"/> Collects and contributes accurate content <input type="checkbox"/> Goes above and beyond to research information <input type="checkbox"/> Communicates and shares all information with the group <input type="checkbox"/> Always does the assigned work without having to be reminded	<input type="checkbox"/> Collects and contributes mostly accurate content <input type="checkbox"/> At times, takes initiative to find extra information <input type="checkbox"/> Shares information with the group <input type="checkbox"/> Usually does the assigned work; rarely needs reminding	<input type="checkbox"/> Collects and contributes somewhat accurate content <input type="checkbox"/> Uses only materials provided <input type="checkbox"/> Shares some information with the group <input type="checkbox"/> Rarely does the assigned work; often needs reminding	<input type="checkbox"/> Collects and contributes inaccurate content <input type="checkbox"/> Does not utilize resources effectively <input type="checkbox"/> Keeps information to self; does not share with group <input type="checkbox"/> Relies on others to do the work
<b>Member Responsibility</b>	25%	<input type="checkbox"/> Provides many ideas for the assignment <input type="checkbox"/> Clearly communicates desires, ideas, personal needs and feelings <input type="checkbox"/> Listens and speaks a fair amount <input type="checkbox"/> Each team member is treated with respect and is encouraged <input type="checkbox"/> Hands in all assignments on time	<input type="checkbox"/> Participates in discussions about the assignment <input type="checkbox"/> Usually shares opinions and thoughts with other partner(s) <input type="checkbox"/> Listens, but sometimes talks too much or too little <input type="checkbox"/> Often encourages and respects team members <input type="checkbox"/> Hands in most assignments on time	<input type="checkbox"/> Listens to others; on some occasions, makes suggestions <input type="checkbox"/> Rarely expresses feelings or preferences <input type="checkbox"/> Usually does most of the talking, rarely allowing others to speak; or seldom talks, allowing others to dominate <input type="checkbox"/> Some members are not encouraged or respected <input type="checkbox"/> Hands in most assignments late	<input type="checkbox"/> Seems bored with conversations about the assignment <input type="checkbox"/> Never/almost never spoke up <input type="checkbox"/> Monopolized conversation; does not allow others to speak <input type="checkbox"/> Does not respect or encourage other members <input type="checkbox"/> Does not hand in some/all assignments
<b>Presentation</b>	10%	<input type="checkbox"/> Presentation is clever and original <input type="checkbox"/> Engaging; captures interest of audience <input type="checkbox"/> Appropriate variety of visual aids <input type="checkbox"/> Visual aids add to or clarify presentation <input type="checkbox"/> Each presenter speaks clearly and loudly; good eye contact; appropriate body language <input type="checkbox"/> Members contribute equally to the presentation	<input type="checkbox"/> Presentation is thoughtful <input type="checkbox"/> Presentation is well done; interesting to audience <input type="checkbox"/> Some use of visual aids <input type="checkbox"/> Visual aids somewhat add to or clarify presentation <input type="checkbox"/> Most of the time, presenter speaks clearly and loudly; some eye contact; some use of appropriate body language <input type="checkbox"/> Most of the members contributed equally to the presentation	<input type="checkbox"/> Presentation is at times clearly presented <input type="checkbox"/> Presentation is at times interesting to audience <input type="checkbox"/> Limited use of visual aids <input type="checkbox"/> Visual aids do not clarify or add the presentation <input type="checkbox"/> Presenter is hard to hear; little eye contact; poor body language <input type="checkbox"/> Some members did not contribute equally to the presentation	<input type="checkbox"/> Little creativity used; bland <input type="checkbox"/> Presentation is hard to follow; poorly organized <input type="checkbox"/> No use of visual aids <input type="checkbox"/> Presenter cannot be heard; no eye contact; poor body language <input type="checkbox"/> Some members did not contribute to the presentation

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