

Service Rubric

Name of Student:

Date Completed:

SERVICE OUTCOMES	<u>NOVICE</u>	<u>TRANSITION</u>	<u>INTERMEDIATE</u>	<u>TRANSITION</u>	<u>ADVANCED</u>
	Awareness or Base Level Knowledge	From Novice to Intermediate	Apply the concept somewhat	From Intermediate to Advanced	Intentional and Effective Application
The student will demonstrate the value of service activities	Unaware of needs of community agencies, services, issues, etc.; Compliant with organization requirements for philanthropy		Actively participates in organization philanthropy; gives with minimal understanding of social issues or contributes inconsistently or wants to contribute but unaware of how to get involved with a specific issue or cause		Frequently gives to social causes and issues; seeks involvement and informs others about needs within the community; plans events centered around raising money for a specific cause or issue
The student will demonstrate a personal value for volunteerism	Limits volunteerism to mandatory events; compliant with organization requirements for volunteer hours		Focuses on self and equates value of time spent to how much fun was had on the project versus focusing on the issue; regularly volunteers for organization requirements		Incorporates volunteerism into regular routine; encourages others to take advantage of opportunities to volunteer; aware of social issues within the community because of organization involvement
The student will articulate how being an active participant in community service impacts a social issue	Little or no education takes place about the issue; compliant with organization requirements for service hours		Some education takes place, but without reflection/context; understands the needs of specific project, but not the greater social issue		Educates others about social issues; participates in planning of service events; encourages others to actively participate; seeks service opportunities to further address social issues within the community

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The student will (p)reflect how service impacts self and social issues (Service Learning)	Little or no (p)reflection on how individual participation impacts self or others		Some understanding of reciprocal relationship between self and social issue; Some (p)reflection on how participation affects social issue versus internalization of involvement		Through (p)reflection, articulates how participation benefits self and addresses social issues/needs of community; clearly understands the reciprocal relationship between self and social issue
The student will contrast their lived experience with those being served	Little or no articulation of who is being served or how lived experiences differ		Can identify the 'other' being served, but cannot find similarities only differences		Can adequately identify who is being served and how their life experience is similar and different

COMMENTS: