Podar-ORT International School Worli

MYP Community Project Handbook

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PORTIS Vision

Achieving excellence by creating globally competent, ethically high performing international – minded citizens through world class education

PORTIS Mission

To provide opportunities through a stimulating, safe and supportive environment for attaining personal mastery and team spirit by collaborative learning. Students develop not only their knowledge, understanding and skills necessary for success in the 21st century, but also develop strong moral values, especially appreciation and respect for different cultures to become proactive and responsible world citizens.

IBO Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB Learner Profile

The aim of all IB Programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world. As IB learners we strive to be:

INQUIRERS
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKER
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATOR
We express ourselves confidently and creatively in more than one language and in many ways. WE collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. Where seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make positive difference in the lives of others and in the world around us.

RISK-TAKERS/COURAGEOUS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

Nature of the MYP Projects

The community project focuses on community and service, encouraging students to explore their right and responsibility to implement service as action in the community. The community project gives students an opportunity to develop awareness of needs in various communities and address those needs through service learning. As a consolidation of learning, the community project engages in a sustained, in depth inquiry leading to service as action in the community. The community project may be completed individually or by groups of a maximum of three students. The community project is a culminating example of inquiry because it reflects students' ability to initiate, manage and direct their own inquiry.

Aims

The aims of the MYP projects are to encourage and enable students to:
- Participate in a sustained, self-directed inquiry within a global context
- Generate creative new insights and develop deeper understandings through in-depth investigation
- Demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time Communicate effectively in a variety of situations
- Demonstrate responsible action through, or as a result of, learning
- Appreciate the process of learning and take pride in their accomplishments.

MYP Community Project objectives

Objective A: Investigating
- Define a goal to address a need within a community, based on personal interests
- Identify prior learning and subject-specific knowledge relevant to the project
- Demonstrate research skills

Objective B: Planning
- Develop a proposal for action to serve the need in the community
- Plan and record the development process of the project
- Demonstrate self-management skills

Objective C: Taking action
- Demonstrate service as action as a result of the project
- Demonstrate thinking skills
- Demonstrate communication and social skills

Objective D: Reflecting
- Evaluate the quality of the service as action against the proposal
- Reflect on how completing the project has extended their knowledge and understanding of service learning
- Reflect on their development of ATL skills
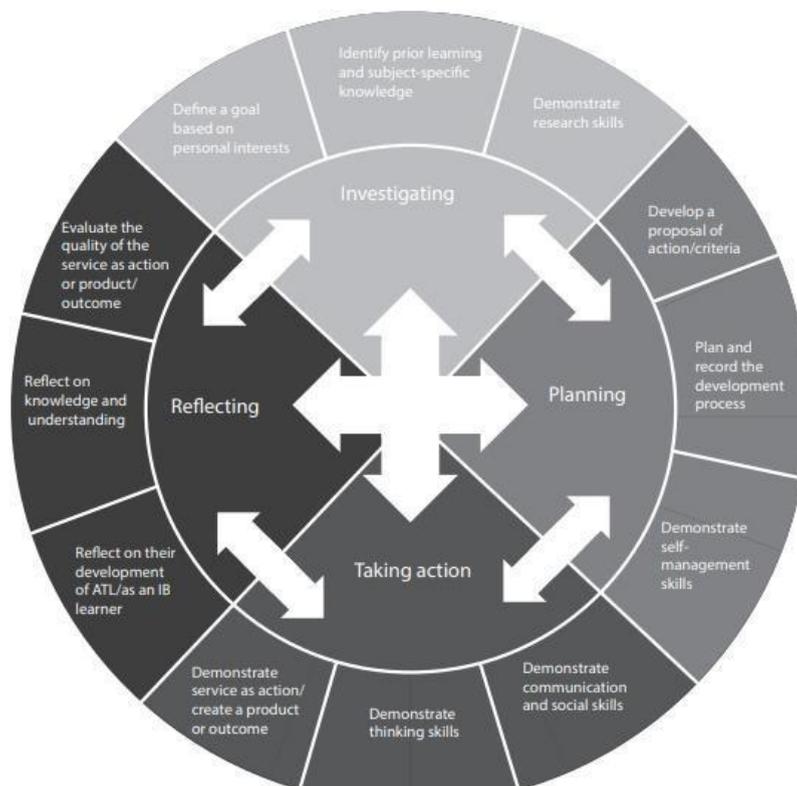
Approaches to learning

Students will demonstrate how they have met the objectives through their presentation or report at the end of the project. They will be expected to communicate clearly, accurately and appropriately, utilizing communication, organization and reflection as ATL skills. Students have the opportunity to develop affective skills—mindfulness, perseverance, emotional management, self-motivation and resilience—throughout the entire process. This skill set contributes to managing state of mind and a healthy, balanced approach to the projects.

Community Project Objective	MYP ATL Skills Cluster
Objective A: Investigating	
✓ Define a goal to address a need within a community, based on personal interest	Collaboration Critical Thinking Creative Thinking
✓ Identify prior learning and subject knowledge relevant to the project ✓ Demonstrate research skills	Information Literacy Media literacy Transfer
Objective B: Planning	
✓ Develop a proposal for action to serve the need in the community	Collaboration Organization Critical Thinking Creative Thinking
✓ Plan and record the development process of the project ✓ Demonstrate self-management skills	Collaboration Organization Reflection
Objective C: Taking Action	
✓ Demonstrate service as action as a result of the project	Organization Critical Thinking Creative Thinking

	Communication Collaboration Critical Thinking Creative Thinking Transfer
ᵛ Demonstrate thinking skills ᵛ Demonstrate communication and social skills	
Objective D: Reflecting	
ᵛ Evaluate the quality of the service as action against the proposal ᵛ Reflect on how completing the project has extended your knowledge and understanding of service learning ᵛ Reflect on your development of the ATL skills	Communication Reflection

The MYP community project components

Community project component	How it is assessed
Focus on service as action	Evident in the presentation
Process journal	A selection of extracts in appendices of the report
Presentation	The content of the report assessed using all four criteria

Requirements

- ᵛ In schools in which the MYP finishes with year 3 or 4 of the programme, all students in the final year must complete the community project.
- ᵛ Students are expected to spend approximately 15 hours on their community project.
- ᵛ The community project may be completed individually or collaboratively in groups of no more than three students.
- ᵛ The MYP community project will usually be developed and presented in the school's language of instruction. However, students may have the opportunity to report their community project in their best or preferred language, which may or may not be their mother tongue or language of instruction of the school.

Investigating and planning the community project

The objective of investigating requires students to make choices in the focus of their project. Students should follow a series of procedures to identify the focus.

They will need to:
- ᵛ Define a goal to address a need in the community, based on their personal interests
- ᵛ Identify the global context for the community project
- ᵛ Develop a proposal for action for the community project. In situations where students choose to work in groups, the goal is defined collaboratively.

Defining a goal to address a need in the community some examples of goals are:
- ᵛ To raise awareness
- ᵛ To participate actively
- ᵛ To research
- ᵛ To inform others
- ᵛ To create/innovate
- ᵛ To change behaviours
- ᵛ To advocate.

A need can be defined as a condition or situation in which something is required or wanted; a duty or obligation; or a lack of something requisite, desirable or useful. The community may be local, national, virtual or global. There are a wide range of definitions of community. The MYP key concept of community is defined as follows.

Communities are groups that exist in proximity defined by space, time or relationship. Communities include, for example, groups of people sharing particular characteristics, beliefs or values as well as groups of interdependent organisms living together in a specific habitat.

MYP: From principles into practice (May 2014)

Challenging goal	Highly challenging goal
Students recognize an issue of cyber-bullying among the school community and raise awareness through an information campaign.	Students instigate a change in the disciplinary procedures taken against cyber-bullying among school peers, through negotiations with various school stakeholders.
A student hears the local children's hospital is understaffed and volunteers his or her services for a set period of time.	A student creates a puppet show to entertain children and to tour several schools and hospitals.
Students think their school needs to support a local autism society next door to the campus, so they design and create a children's story to educate students on what autism is.	Students work with the autism society members to write and publish a children's story together, which is then showcased at the school's open day, hosted by students and society members.
Students raise awareness of the need for blood donation at a local hospital or clinic.	Students organize a blood drive to be held at their school during student-led conferences.

Table 11
Challenging and highly challenging community projects

Identifying the global context for the project

The global context chosen by the students provides a context for inquiry and research in the project. Students choose only one global context to define their goal. In most cases other global contexts may inform the project or offer other perspectives, but the focus on one context will present opportunities that emerge through (self-imposed) limitations and give a specific focus to the project. Table 12 shows examples of global contexts corresponding to the elements of the community project.

The following questions help to choose a global context through which to focus the project:

- ✓ What do I want to achieve with my community project?

- ✓ What do I want others to understand through my work?

- ✓ What impact do I want my project to have?

- ✓ What best matches my purpose for my project?

- ✓ How can a specific IB global context give greater purpose to my project?

The goal	A need	A community	Global context
To raise awareness	Freedom of expression	A nation perceived as politically oppressed	Personal and cultural expression
To participate actively	Trained working dogs	Special needs community	Identities and relationships
To research	Access to clean drinking water	Pacific island countries	Orientation in space and time
To inform others	(Access to) medical provisions	Various socio-economic groups	Fairness and development
To create/innovate	Medical advances	Support group for cancer patients	Scientific and technical innovation
To change behaviours	Social acceptance	The school community of teachers and students	Identities and relationships
To advocate	Modernization of local methods of waste management	The local population as it prepares for a national event	Globalization and sustainability

Global contexts in community projects

Table 3 shows some examples of the use of each global context for an MYP community project.
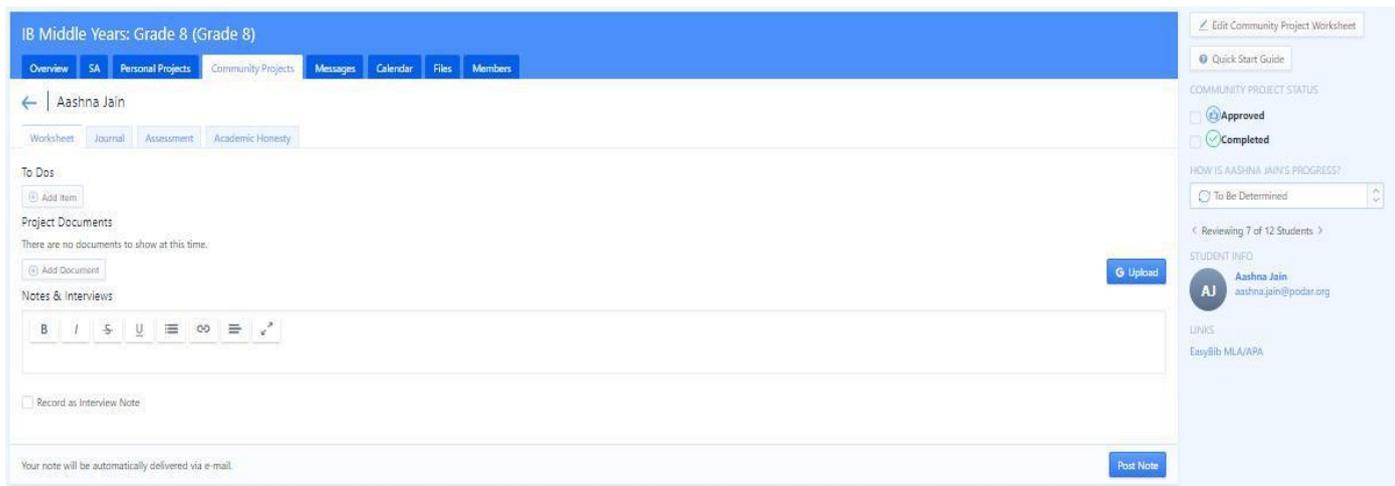
Global context	Examples of community projects
Identities and relationships Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.	• Laughter therapy campaign in children's hospital or elder care home • Tutoring classes providing additional or special instruction to primary school students • Researching the effects of cola drinks on digestion and developing a campaign to promote healthy choices available from school vending machines
Orientation in space and time Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations from personal, local and global perspectives.	• Joining a museum or historical society in the community to contribute to maintaining, restoring, and recovering local history • Making a plan for wheelchair accessibility • Inspired by lack of facilities in the local community, seeking to improve the facilities for young people by producing an article for the school magazine summarizing the problem and possible solutions
Personal and cultural expression Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	• Improving the environment in the local hospital by designing and creating a series of pictures to hang in the corridors • Performing a theatre play to raise awareness on bullying • Promoting intercultural understanding through a graffiti contest
Scientific and technical innovation Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.	• Helping a local community make an efficient, low-cost use of energy-powered devices • Developing a programme to promote the use of wind energy for domestic devices • Campaigning to reduce paper use and to promote recycling • Campaigning to reduce water, electricity or fuel waste
Globalization and sustainability Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment.	• Campaigning to raise awareness and reduce plastic straw waste use • Passing a plan to local authorities for tree planting in an area in need of re-greening • Creating a school or community garden
Fairness and development Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.	• Campaigning for fair-trade awareness • Contributing to educational opportunities, for example, supporting a local non-governmental organization that works on literacy in our town • Addressing the concerns of immigrants and migrant populations

Global contexts and MYP projects

Developing a proposal for action for the project

When students are clear on what they want to achieve and the service as action of their project, they will be in a position to determine the proposal. They will need to plan specific tasks or activities to complete to develop their project. Students can use checklists, rubrics, timelines, flow charts or other strategies to prepare their proposal. The project should follow a proposal for action and involve students in designing, problem-solving, decision-making or investigative activities. Proposals should be achievable based on the time and resources available. Some projects may require too much time or overly complex procedures. Other projects may be too simplistic and present no challenge to the student. Deciding whether a project is realistic or unrealistic for a student will be based on discussions between the students and the supervisors. Students will document the proposal in their process journals in Managebac.

Managebac For Recording Of Community Project ⌃

Managebac will be the area for worksheets, process journal, assessment and academic honesty. It is a term used to refer to the record of progress maintained by you the student throughout the project. However, it is your choice as to how you will maintain that record. It can be written, visual, audio, or a combination of these and it may include both paper and electronic formats. In the use of electronic/digital media, you are strongly advised to make digital copies of your journals or to transmit copies of your journals to an online storage site.

The process journal is:	The process journal is not:
• Used throughout the project as a support to document its development • An evolving record of intents, processes, accomplishments • A place to record initial thoughts and developments, brainstorming, possible lines of inquiry and further questions raised • A place for recording interactions with sources, for example teachers, supervisors, external contributors • A place to record selected, annotated and/or edited research and to maintain a bibliography • A place for storing useful information, for example quotations, pictures, ideas, Photographs, drawings • A means of exploring ideas and solutions • A place for evaluating work completed	• Used on a daily basis(unless this is useful for the student • Written up after the process has been completed • Additional work on top of the project; it is part of and supports the project • A diary with detailed writing about what was done • A static document with only one format

- A place for reflecting on learning - devised by the student in a format that suited his or her needs - A record of reflections and formative feedback received	

Selecting process journal the community project extracts, students should carefully select evidence from their process journals to demonstrate development in all criteria. These extracts are submitted as appendices of the report or presentation at the conclusion of the project.

Student's responsibilities

- The student should take responsibility for making the appropriate extracts available to the supervisor.
- Students working individually should select a maximum of 10 individual extracts to represent the key developments of the project. Students choosing to work in groups on the community project will submit a maximum of 15 process journal extracts. The student should select extracts that demonstrate how he or she has addressed each of the objectives, or annotate extracts to highlight this information. An extract may include:
- visual thinking diagrams, bulleted lists, charts , short paragraphs, notes, timelines, action plans, annotated illustrations, annotated research, artifacts from inspirational visits to museums, performances, galleries, pictures, photographs, sketches, up to 30 seconds of visual or audio material, screenshots of a blog or website, self and peer assessment feedback.
- Materials directly relevant to the achievement of the project should also be included in the extracts, as appropriate. For example, if the student has produced a questionnaire or survey that has been described and analysed in the report, he or she could include a segment of that completed survey. An individual extract may include any of the formats that the student used to document the process. Extracts should simply be supporting evidence of the process and will not be individually assessed.
- Academic Honesty with reference to citation in particular must be adhered to.

Presenting the community project

The presentation at the end of the community project is an oral presentation delivered to an audience. This may be an audience of teachers, peers, family and friends, or the larger community.

• For an individual student presentation, the time allocated is 6–10 minutes.
• For a group presentation, the time allocated is 10–14 minutes. Students choosing to complete the project in groups will present the project as a group, but each group member should have the opportunity to speak during the course of the presentation. The format of the presentation should be structured following the MYP community project objectives. Students should plan, draft, rehearse and prepare materials necessary for the presentation, and it is good practice for the supervisors to review one rehearsal presentation per student or group. Schools may want to show the students various teen TEDx talks as possible models for presentations. These can be found by searching "teen" on http://www.ted.com/tedx or at www.tedxteen.com.

At the time of the presentation, students must submit to the community project supervisor:
 • a completed academic honesty form for each student
 • the proposal for action
 • process journal extracts
 • any supporting visual aids used during the presentation
 • bibliography/sources

- Students choosing to work in groups will submit a selection of process journal extracts from each member of the group to represent the development of their community project. In group submissions, a maximum of 15 process journal extracts is permitted. For individuals, a maximum of 10 process journal extracts is allowed.

- A student completing and presenting his or her project individually will be awarded achievement levels for his or her individual work in the project. In cases where students have chosen to work in groups, supervisors will award the same achievement levels for each student. In extenuating circumstances, and subject to local policies and practices regarding group work, supervisors may award students different achievement levels for their participation and performance in the community project.

- No formats of presentation should include question-and-answer sessions or formal interviews that are used to further assess students' presentations or adjust achievement levels met by the presentation itself.

Community project: Service learning

In the community project, action involves a participation in service learning (service as action). As students evolve through the service learning process, they may engage in one or more types of action

Direct Service:	Engages students in person-to-person contact with those in need.	· Cook/serve/deliver food for the homebound · Staff a health clinic · Teach English as a second language* · Tutor, mentor, or coach youth · Visit elders in a long term care facility · Volunteer at an orphanage
Indirect Service:	Meets a clear need but has benefits to the larger community.	· Plan drug, violence, or disease prevention program · Volunteer for disaster services* · Assist with an environmental project · Participate in urban renewal projects such as mural or house painting · Provide Solar panels to electrify a village · Fundraise with direct interaction with a non-profit beneficiary · Create brochures, flyers, posters, or annual · reports for a non-profit organization
Advocacy:	Allows students to lend their voices, writing ability, and other talents toward an issue in the public interest.	· Conduct information campaigns* · Lobby on behalf of a community issue · Organize a nonpartisan letter writing campaign for a social issue

Research:	involves students collecting information for public welfare or interest. The research must be done with a direct connection to a community-based organization.	✓ Conduct research to protect endangered species ✓ Conduct research for a community organization*

The role of the project coordinator(s)

 The IB recommends that one or more project coordinators be appointed within the school to manage the implementation, organization and management of the projects in the school. The number of project coordinators appointed will depend on the size of the school and the number of students involved with either the community project or the personal project (or both, depending on the school's configuration and practice). In schools where the MYP coordinator assumes responsibility for the MYP projects, extra time allocation is often necessary for the role. As an alternative, schools may choose to assign the role to another staff member. Project coordinators are responsible for organizing the systems that supervisors and students need for the successful completion of the project, with the support and collaboration of the MYP coordinator and school leadership team.

The role of the supervisor(s)

The purpose of the supervisor is to support the student or group of students during the project. In the case of community projects, it is important for supervisors to use their best judgment in allowing for changes to group situations, should the need arise.

Each student, or each group of students who have decided to work together, has a supervisor.
The school will assign the supervisor.

The supervisors' responsibilities are to:

 • ensure the chosen MYP project topic satisfies appropriate legal and ethical standards with regard to health and safety, confidentiality, human rights, animal welfare and environmental issues • provide guidance to students in the process and completion of the project • confirm the authenticity of the work submitted • assess the MYP project using the criteria in this guide • participate in the standardization of assessment process established by the school• guidelines about the MYP project • a timetable with deadlines • the assessment criteria for the project • advice on how to keep and use a process journal • the importance of personal analysis and reflection • formative feedback • requirements for academic honesty.

Note:- The librarian will be able to assist students with research skills and with locating and sourcing resources, as well as contributing in other areas such as referencing and completing bibliographies.

Time frames for completing MYP projects Students are expected to spend approximately 15 hours on their community project

This time includes:
• meeting with supervisors
• independent learning through research, planning,
 ✓ development and completion of the project
 • reporting of the project.

Community Project Timeline ᐱ

Investigating	Planning	Taking Action	Reflecting
✓ Start Process Journal	✓ Use statement of intent to develop a Proposal for Action – this must be completed near the start of this phase.	✓ Do/ Carry out the service as action	✓ Reflect on learning
✓ Decide on the need		✓ Record information and developments in process journal	✓ Evaluate the quality of service as action against the proposal and IB CP objectives/ rubrics
✓ Identify prior learning	✓ Continue research – select, evaluate and acknowledge information.	✓ Make sure to document your action, what you do, how you carry-out your plan (photos, video, etc.) in process journal	✓ Prepare, then complete oral presentation
✓ Define a goal to address the need with the local or global community	✓ Work on the preparation for the service as action.		✓ Select excerpts from the process journal to submit
✓ Complete Statement of Intent and get signatures parents/guardians and supervisor/advisor	✓ Record information and developments in process journals.		✓ Complete the bibliography
✓ Initial research period – select relevant resources and gather information	✓ Meet with supervisor/advisor		✓ Complete the academic honesty form
✓ Record information and developments in process journal			✓ Meet with supervisor/advisor

Resources for investigating and planning

- Students should select relevant and reliable information from a variety of sources to develop the MYP project.
- Students' ability to evaluate the reliability of sources should be developed through ATL skills, particularly information and media literacy skills. Students should consider factors such as credibility of the author, currency, accuracy, relevance, intended audience and objectivity of the source. Available sources may include students' prior knowledge, as well as primary and secondary sources such as: subject-area content, significant people, survey data, published media, internet resources (providing a variety of resources), video or audio recordings, and images.
- Although students may include their prior knowledge as a source, prior knowledge alone does not provide sufficient depth or breadth of inquiry for the project.
- Students will select sources during the initial stage of their project, but research and evaluation of sources will continue during the process of completing the project.

Resources for demonstrating learning

- Students will reach a stage of the project when they are able to begin preparing their community project presentation.
- They will need to reflect on what they have learned through completing the project. This learning relates to any topics that have been informed by subject-specific learning and how the transfer of this learning has

impacted their project, as well as what they have discovered in relation to the project goal, the global context & to themselves as learners and their development of ATL Skills.

- During the whole process, students will keep a record of their decisions in their process journals and should use this as a resource to help them produce the project presentation.

Assessment Criteria

Assessment for the MYP community project is criterion-related, based on four equally weighted assessment criteria.

Criterion A	Investigating	Maximum 8
Criterion B	Planning	Maximum 8
Criterion C	Taking action	Maximum 8
Criterion D	Reflecting	Maximum 8

Criterion A: Investigating   Maximum: 8

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
0	Students **do not** achieve a standard described by any of the descriptors below.
1–2	Students: i. **state** a goal to address a need within a community, based on personal interests, but this may be **limited** in depth or accessibility ii. identify prior learning and subject-specific knowledge, but this may be **limited** in occurrence or relevance iii. demonstrate **limited** research skills.
3–4	Students: i. **outline** an **adequate** goal to address a need within a community, based on personal interests ii. identify **basic** prior learning and subject-specific knowledge relevant to **some areas** of the project iii. demonstrate **adequate** research skills.
5–6	Students: i. **define** a **clear and challenging** goal to address a need within a community, based on personal interests ii. identify prior learning and subject-specific knowledge **generally relevant** to the project iii. demonstrate **substantial** research skills.
7–8	Students: i. **define** a **clear and highly challenging** goal to address a need within a community, based on personal interests ii. identify prior learning and subject-specific knowledge that is **consistently highly relevant** to the project iii. demonstrate **excellent** research skills.

Criterion B: Planning   Maximum: 8

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
0	Students **do not** achieve a standard described by any of the descriptors below.
1–2	Students: i. develop a **limited** proposal for action to serve the need in the community ii. present a **limited or partial** plan and record of the development process of the project iii. demonstrate **limited** self-management skills.
3–4	Students: i. develop an **adequate** proposal for action to serve the need in the community ii. present an **adequate** plan and record of the development process of the project iii. demonstrate **adequate** self-management skills.
5–6	Students: i. develop a **suitable** proposal for action to serve the need in the community ii. present a **substantial** plan and record of the development process of the project iii. demonstrate **substantial** self-management skills.
7–8	Students: i. develop a **detailed, appropriate and thoughtful** proposal for action to serve the need in the community ii. present a **detailed and accurate** plan and record of the development process of the project iii. demonstrate **excellent** self-management skills.

Criterion C: Taking action   Maximum: 8

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
0	Students **do not** achieve a standard described by any of the descriptors below.
1–2	Students: i. demonstrate **limited** service as action as a result of the project ii. demonstrate **limited** thinking skills iii. demonstrate **limited** communication and social skills.
3–4	Students: i. demonstrate **adequate** service as action as a result of the project ii. demonstrate **adequate** thinking skills iii. demonstrate **adequate** communication and social skills.
5–6	Students: i. demonstrate **substantial** service as action as a result of the project ii. demonstrate **substantial** thinking skills iii. demonstrate **substantial** communication and social skills.
7–8	Students: i. demonstrate **excellent** service as action as a result of the project ii. demonstrate **excellent** thinking skills iii. demonstrate **excellent** communication and social skills.

Criterion D: Reflecting   Maximum: 8

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
0	Students **do not** achieve a standard described by any of the descriptors below.
1–2	Students: i. present a **limited** evaluation of the quality of the service as action against the proposal ii. present **limited** reflections on how completing the project has extended their knowledge and understanding of service learning iii. present **limited** reflections on their development of ATL skills.
3–4	Students: i. present an **adequate** evaluation of the quality of the service as action against the proposal ii. present **adequate** reflections on how completing the project has extended their knowledge and understanding of service learning iii. present **adequate** reflections on their development of ATL skills.
5–6	Students: i. present a **substantial** evaluation of the quality of the service as action against the proposal ii. present **substantial** reflections on how completing the project has extended their knowledge and understanding of service learning iii. present **substantial** reflections on their development of ATL skills.
7–8	Students: i. present an **excellent** evaluation of the quality of the service as action against the proposal ii. present **excellent** reflections on how completing the project has extended their knowledge and understanding of service learning iii. present **detailed and accurate** reflections on their development of ATL skills.

Appendix

Student Activity Form ⌃

Dear Parent/Guardian,

Community service is any type of volunteer work which benefits the community. The student must be supervised and have the supervisor's signature on this community service form proving that the hours documented by the student are legitimate. Students need to have instructor approval to ensure that the activity they are participating in will count toward the 5 hours required in the year. The purpose of the activity must benefit the community at large and must take place outside of the school day. The event needs to be one which doesn't financially benefit the student or a group that the student is a member of. This form should be completed and placed in the student's portfolio. Hours should also be logged on Community Service Log form.

Description of Activity: ⌃

Y/N Is this a volunteer activity?

Y/N Can this activity be completed outside the school day? If no, you must be student in good standing C- and above, with a completed prearranged absence form 1 week prior to the event.

Instructor's Pre-Approval: _____

Date(s) of Activity: _____ Hours Worked: _____

 Supervisor's Name: _____ Phone#: _____

Signature: _____

I hereby certify these hours to be an honest account of my service hours record. Any falsification of this record will result in my losing credit for these hours and/or credit for this class and related work.

 Student's Name: _____ Signature: _____

Community Service Action Report ⌃

Full Name _____ **Grade** _____

1. Complete and Print this Report and attach it to the pre-approved approval form and all reflections.
2. Submit all forms to the Service Learning Coordinator
3. The Student must complete the 1st page of the report
4. Please request that your direct supervisor complete your evaluation form.

Name and Contact Information of Organization (Phone and email)	
Name and contact information of Service Supervisor (if different than above)	

How did you participate in the activity? What did you do?

⌃

Date	Time (from-to)	Activity / Task	# Hours
TOTAL HOURS			

Name of Service Supervisor (please print) _____

Signature of Service Supervisor _____ Date _____

Personal Community Service Post Action Reflection ⌃

Full Name _____ **Grade** _____

1. Complete and attach this form to the Pre-Approval form
2. Submit all forms to the Service Learning Coordinator
3. The focus is on learning through serving and reflection

Post Action Reflection Prompts (choose 3 prompts - 1 from each category):
Project :

- What new insights did you glean about the community, organization, or issue?
- What impact did your service have and what attributed to that success?
- What challenges did you face and how did you overcome them?
- How do you feel about your contribution and service?
- What other needs did you identify while participating in this opportunity?
- How sustainable was your service? Why or why not?

Personal:
- How did you show perseverance and commitment?
- How did you increase awareness of your skills, talents, or preferences?
- What attitudes or values have you developed?
- What activities were new, stretching, or took you out of your comfort zone? How did you feel about that?
- How did you collaborate with others? What went well or didn't work well?
- What past experiences did you rely on as you completed this opportunity?

Looking to the future: ⌃

- What would say to recruit others to join you if you chose to do a similar project in the future?
- How can you apply what you learned in other situations?
- If you were to repeat this experience, what would you do different next time?
- How could you improve the sustainability of your contribution or impact?
- Based on this experience, how does it impact the service experiences you want to have in the future?

ATL Reflection Prompt: Choose 1 ATL and 1 corresponding learner profile attribute that you felt you particularly demonstrated through this service experience. Articulate with clear evidence (story) how you are becoming that trait. Should be about 100 words

Demonstration: In 100 words, how will you inform, promote, or educate others about your experience? Consider: vlogs, photo stories, websites, and presentations, art....be creative!

Post Action Reflection (Please note which 3 prompts you have selected from above)

ATL Reflection (Pick 1 ATL and 1 corresponding learner profile attribute)

Demonstration: How will you promote, educate, or inform others about your experience?

BIBLOGRAPHY ⌃

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