

## Community project assessment criteria: Years 3 or 4

### 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 <b>do not</b> achieve a standard described by any of the descriptors below.
1–2	Students: <ol style="list-style-type: none"> <li>i. <b>state</b> a goal to address a need within a community, based on personal interests, but this may be <b>limited</b> in depth or accessibility</li> <li>ii. identify prior learning and subject-specific knowledge, but this may be <b>limited</b> in occurrence or relevance</li> <li>iii. demonstrate <b>limited</b> research skills.</li> </ol>
3–4	Students: <ol style="list-style-type: none"> <li>i. <b>outline an adequate</b> goal to address a need within a community, based on personal interests</li> <li>ii. identify <b>basic</b> prior learning and subject-specific knowledge relevant to <b>some areas</b> of the project</li> <li>iii. demonstrate <b>adequate</b> research skills.</li> </ol>
5–6	Students: <ol style="list-style-type: none"> <li>i. <b>define a clear and challenging</b> goal to address a need within a community, based on personal interests</li> <li>ii. identify prior learning and subject-specific knowledge <b>generally relevant</b> to the project</li> <li>iii. demonstrate <b>substantial</b> research skills.</li> </ol>
7–8	Students: <ol style="list-style-type: none"> <li>i. <b>define a clear and highly challenging</b> goal to address a need within a community, based on personal interests</li> <li>ii. identify prior learning and subject-specific knowledge that is <b>consistently highly relevant</b> to the project</li> <li>iii. demonstrate <b>excellent</b> research skills.</li> </ol>

## 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 <b>do not</b> achieve a standard described by any of the descriptors below.
1–2	Students: <ol style="list-style-type: none"> <li>i. develop a <b>limited</b> proposal for action to serve the need in the community</li> <li>ii. present a <b>limited or partial</b> plan and record of the development process of the project</li> <li>iii. demonstrate <b>limited</b> self-management skills.</li> </ol>
3–4	Students: <ol style="list-style-type: none"> <li>i. develop an <b>adequate</b> proposal for action to serve the need in the community</li> <li>ii. present an <b>adequate</b> plan and record of the development process of the project</li> <li>iii. demonstrate <b>adequate</b> self-management skills.</li> </ol>
5–6	Students: <ol style="list-style-type: none"> <li>i. develop a <b>suitable</b> proposal for action to serve the need in the community</li> <li>ii. present a <b>substantial</b> plan and record of the development process of the project</li> <li>iii. demonstrate <b>substantial</b> self-management skills.</li> </ol>
7–8	Students: <ol style="list-style-type: none"> <li>i. develop a <b>detailed, appropriate and thoughtful</b> proposal for action to serve the need in the community</li> <li>ii. present a <b>detailed and accurate</b> plan and record of the development process of the project</li> <li>iii. demonstrate <b>excellent</b> self-management skills.</li> </ol>

## 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 <b>do not</b> achieve a standard described by any of the descriptors below.
1-2	Students: <ul style="list-style-type: none"> <li>i. demonstrate <b>limited</b> service as action as a result of the project</li> <li>ii. demonstrate <b>limited</b> thinking skills</li> <li>iii. demonstrate <b>limited</b> communication and social skills.</li> </ul>
3-4	Students: <ul style="list-style-type: none"> <li>i. demonstrate <b>adequate</b> service as action as a result of the project</li> <li>ii. demonstrate <b>adequate</b> thinking skills</li> <li>iii. demonstrate <b>adequate</b> communication and social skills.</li> </ul>
5-6	Students: <ul style="list-style-type: none"> <li>i. demonstrate <b>substantial</b> service as action as a result of the project</li> <li>ii. demonstrate <b>substantial</b> thinking skills</li> <li>iii. demonstrate <b>substantial</b> communication and social skills.</li> </ul>
7-8	Students: <ul style="list-style-type: none"> <li>i. demonstrate <b>excellent</b> service as action as a result of the project</li> <li>ii. demonstrate <b>excellent</b> thinking skills</li> <li>iii. demonstrate <b>excellent</b> communication and social skills.</li> </ul>

## 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 <b>do not</b> achieve a standard described by any of the descriptors below.
1–2	Students: <ol style="list-style-type: none"> <li>i. present a <b>limited</b> evaluation of the quality of the service as action against the proposal</li> <li>ii. present <b>limited</b> reflections on how completing the project has extended their knowledge and understanding of service learning</li> <li>iii. present <b>limited</b> reflections on their development of ATL skills.</li> </ol>
3–4	Students: <ol style="list-style-type: none"> <li>i. present an <b>adequate</b> evaluation of the quality of the service as action against the proposal</li> <li>ii. present <b>adequate</b> reflections on how completing the project has extended their knowledge and understanding of service learning</li> <li>iii. present <b>adequate</b> reflections on their development of ATL skills.</li> </ol>
5–6	Students: <ol style="list-style-type: none"> <li>i. present a <b>substantial</b> evaluation of the quality of the service as action against the proposal</li> <li>ii. present <b>substantial</b> reflections on how completing the project has extended their knowledge and understanding of service learning</li> <li>iii. present <b>substantial</b> reflections on their development of ATL skills.</li> </ol>
7–8	Students: <ol style="list-style-type: none"> <li>i. present an <b>excellent</b> evaluation of the quality of the service as action against the proposal</li> <li>ii. present <b>excellent</b> reflections on how completing the project has extended their knowledge and understanding of service learning</li> <li>iii. present <b>detailed and accurate</b> reflections on their development of ATL skills.</li> </ol>