

Club Community Service Award Rubric

	Excellent	Good	Average	Needs Improvement
<u>Our Community Service Project/Activity</u>	4	3	2	1
Describe your club community service project/activity. How did you decide on this project/activity? Why was this service project needed in your community? What were your goals and plan of action to achieve your goals? What were the members' various responsibilities (include individual members responsibilities and group assignments). What makes your community service stand out from other clubs and groups?	The authors' purpose of writing is very clear, and there is strong evidence of attention to audience. The authors' extensive knowledge and/or experience in regards to their service project/activity is evident.	The authors' purpose of writing is somewhat clear, and there is some evidence of attention to audience. The authors' knowledge and/or experience in regards to their service project/activity is evident.	The authors' purpose of writing is somewhat clear, and there is evidence of attention to audience. The authors' knowledge and/or experience in regards to their service project/activity is limited.	The authors' purpose of writing is unclear.

	Excellent	Good	Average	Needs Improvement
<u>Community Resources and Partnerships</u>	4	3	2	1
What community resources or people did you use to complete your community service project/activity? Were you able to create any partnerships with other organizations? Examples include schools, libraries, non-profit organizations, local businesses, etc.	Identifies resources, people, and/or partnerships the club engaged with during their community service project/activity.	Identifies up to 4 skills and describes what they learned and how they learned it. Somewhat clear identification of the skill and can show knowledge of what they learned from each skill and how they	Identifies a couple skills, but has difficulty explaining what they learned or how they learned it.	The author's purpose of writing is unclear.

	Excellent	Good	Average	Needs Improvement
Learning	4	3	2	1
What did your group learn as a result of this project/activity? Include new knowledge, changes in attitudes, and development of life skills. Use the Life Skill Wheel to help you identify life skills.	Identifies content knowledge or a skill they learned and can clearly explain how they used it in their 4-H project. Clearly explains how they can use what they learned in their future outside of 4-H.	Identifies content knowledge or a skill they learned and can somewhat explain how they used it in their 4-H project. Provides a somewhat clear identification of how they can use what they learned in their future outside of 4-H.	Identifies content knowledge or a skill, but has difficulty explaining how they used it in their 4-H project or how they could use it in their future outside of 4-H.	The author's purpose of writing is unclear.
	Excellent	Good	Average	Needs Improvement
Results/Impact	4	3	2	1
What were the results of your community service project/activity? Include the number of people influenced, community actions initiated, community improvements, and increased community awareness of 4-H. Think of this as a success story.	Identifies 4 skills and describes what they learned and how they learned it. Very clear identification of the skill and can show extensive knowledge of what they learned from each skill and how they learned it.	Identifies 4 skills and describes what they learned and how they learned it. Somewhat clear identification of the skill and can show knowledge of what they learned from each skill and how they learned it.	Identifies a couple skills, but has difficulty explaining what they learned or how they learned it.	The author's purpose of writing is unclear.

	Excellent	Good	Average	Needs Improvement
<u>Sentence Structure, Grammar, Mechanics, &</u>	4	3	2	1
Overall application neatness including Sentence Structure, Grammar, Mechanics, & Spelling	All sentences are well constructed and have varied structure and length. The author makes no errors in grammar, mechanics, and/or spelling.	Most sentences are well constructed and have varied structure and length. The author makes a few errors in grammar, mechanics, and/or spelling, but they do not interfere with understanding.	Most sentences are well constructed, but they have a similar structure and/or length. The author makes several errors in grammar, mechanics, and/or spelling that interfere with understanding.	Sentences sound awkward, are distractingly repetitive, or are difficult to understand. The author makes numerous errors in grammar, mechanics, and/or spelling that interfere with understanding.