**ENGAGE IN ACTIVITIES THAT MEET COMMUNITY NEEDS**

**KEY: GREEN: Proficient**

**YELLOW: In Progress**

**RED: Not Met**

***Note: Students with less than their required service hours for the quarter will receive an NM. Students must meet all criteria to achieve score.***

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| **4th Quarter** | Begins to identify SDGs and community needs addressed by service.Adult led activities. Student understands purpose, but has minimal input in planning.Collects limited evidence to monitor progress toward meeting service goals. | Informed understanding of SDGs and community needs addressed by service.Adult led activities. Student understands purpose, decision-making process, and has a role.Collects some evidence showing progress toward meeting service goals. | Connects academic content to deep understanding of SDGs and community needs addressed by service. Adult led activities. Student shares decision-making with adults.Collects strong evidence showing progress toward meeting service goals and makes adjustments to improve the quality of service performed. | Connects academic content to well-researched understanding of SDGs and community needs addressed by service in order to propose solutions.Youth led activities. Adults are consulted but decision-making, leadership, and creativity comes from youth.Collects strong evidence showing progress toward meeting service goals, makes adjustments to improve the quality of service performed, and communicates evidence of progress to community. |
| **3rd Quarter** | Begins to identify SDGs and community needs addressed by service.Adult led activities. Student understands purpose, but has minimal input in planning.Collects limited evidence to monitor progress toward meeting service goals. | Informed understanding of the SDGs and community needs addressed by service.Adult led activities. Student understands purpose, decision-making process, and has a role.Collects some evidence showing progress toward meeting service goals. | Connects academic content to deep understanding of SDGs and community needs addressed by service. Adult led activities. Student shares decision-making with adults.Collects strong evidence showing progress toward meeting service goals and makes adjustments to improve the quality of service performed. |  |
|  **2nd Quarter** | Begins to identify SDGs and community needs addressed by service.Adult led activities. Student understands purpose, but has minimal input in planning.Collects limited evidence to monitor progress toward meeting service goals. | Informed understanding of the SDGs and community needs addressed by service.Adult led activities. Student understands purpose, decision-making process, and has a role.Collects some evidence showing progress toward meeting service goals. |  |  |
| **1st Quarter** | Begins to identify SDGs and community needs addressed by service.Adult led activities. Student understands purpose, but has minimal input in planning.Collects some evidence to monitor progress toward meeting service goals. |  |  |  |