**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. |  |  |  |