



## **Student Community Project Guide 2019-20**

Student Name: \_\_\_\_\_

Advisor: \_\_\_\_\_



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## **What is the MYP Community Project?**

The Grade 8 Community Project is a major activity for students to complete in Year Three (8th grade) of the MYP program at Spring Valley Academy.

The community project focuses on community and service. This 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 is completed individually and the service as action can take place in small groups. The choice of the topic for the project is made in consultation with a faculty advisor who has the responsibility for supervising the development of the project according to the Assessment Criteria (included in attached guide) which is based on International Baccalaureate Organization guidelines.

### **The aims of 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

While this project may seem like quite a bit of work, we are confident the rewards will be even greater, both for you as a student and the community whose need you chose to address.

### **The 3 main components of the project are:**

- **Service as Action**
- **Process Journal**
- **Oral Presentation**

## Timeline

### 7th Grade Year-Community Project Timeline

| <b>AUGUST</b>                             | <b>SEPTEMBER</b>    | <b>OCTOBER</b>   | <b>NOVEMBER</b>   | <b>DECEMBER</b>   |
|---|---------------------|--|---|---|
| <b>7th grade:<br/>during<br/>advisory</b> |                     |  | <b>Introduction</b><br>*Introduce to<br>parents (7th)<br>at conferences | <b>Introduction of<br/>the project to<br/>students</b>  |
| <b>JANUARY</b>                            | <b>FEBRUARY</b>     | <b>MARCH</b>   | <b>APRIL</b>  | <b>MAY</b>  |
|   | <b>Introduction</b> | <b>Investigating</b><br>*Begin Process<br>Journal/record | <b>Investigating</b><br>*Record in process<br>journal                   | <b>Investigating</b><br>*Initial research<br>*Record in process<br>journal<br>*Check in with<br>advisor |

## 8th Grade Year-Community Project Timeline

| AUGUST  | SEPTEMBER  | OCTOBER  | NOVEMBER   | DECEMBER   |
|---|--|--|--|--|
| <b>Introduction/<br/>Investigating</b><br>*Handbook w/<br>signature page<br><br>*Assign advisor<br><br>*Select groups<br><br>*Review ideas<br><br>*Review Process<br>Journal expectations | <b>Investigating</b><br>*Decide on need<br>within community<br><br>*Selecting relevant<br>resources<br><br>*Define a goal to<br>address-get approval<br><br>*Begin research,<br>gather information<br><br><b>*Record information<br/>and developments<br/>in Process Journal</b> | <b>Planning</b><br>*Develop proposal<br><br>*Continue<br>research-select,<br>evaluate &<br>acknowledge<br>information<br><br><b>*Record information<br/>and developments<br/>in Process Journal</b>          | <b>Planning</b><br>*Continue<br>research-select,<br>evaluate &<br>acknowledge<br>information<br><br>*Work on preparation<br>for the Service as<br>Action<br><br><b>*Record information<br/>and developments<br/>in Process Journal</b> | <b>Planning</b><br>*Continue<br>research-select,<br>evaluate &<br>acknowledge<br>information<br><br>*Work on preparation<br>for the Service as<br>Action<br><br><b>*Hold a “work in<br/>progress” session<br/>with advisor</b><br><br><b>*Record information<br/>and developments<br/>in Process Journal</b> |
| JANUARY   | FEBRUARY   | MARCH  | APRIL  | MAY  |
| <b>Taking Action</b><br>*Carry out service<br><br>*Record information<br><br>*Meet with advisor<br><br><b>*Record information<br/>and developments<br/>in Process Journal</b>             | <b>Taking Action</b><br>*Carry out service<br><br>*Record information<br><br>*Meet with advisor<br><br><b>*Record information<br/>and developments<br/>in Process Journal</b>  | <b>Reflection Stage</b><br>*Evaluate quality of<br>service<br><br>*Reflect on learning<br><br>*Complete<br>bibliography<br><br>*Complete project<br>board/presentation<br><br>*Complete oral<br>presentation | <b>Reflection Stage</b><br>*Evaluate quality of<br>service<br><br>*Reflect on learning<br><br>*Complete<br>bibliography<br><br>*Complete project<br>board/presentation<br><br>*Complete oral<br>presentation                           | <b>Reflection Stage</b><br>*Oral presentations   |

## Community Project Advisory Schedule & Checklist

| Month                | Activity                  | Topic   | Task Completion:<br>Advisor Initial & Date |
|----------------------|---------------------------|---|--|
| August               | Activity 1                | Distribute Community Project Handbook to each student. Read through “What is the CP” & review the calendar” (video example)   |  |
| August               | Activity 2                | <b>Process Journal Activity-</b> What is a Process Journal & Academic Honesty Form collection (HB), Checklist (video example)   |  |
| September            | Activity 3                | Process Journal Activity-ATL skills   |  |
|                      | Activity 4                | Graphic Organizer Activity (HB)- Topic Selection (specific topic). Decide if individual/group project, select group   |  |
|                      | Activity 5                | Process Journal Activity - Need (Target Community & Need)   |  |
| October              | Activity 6                | Process Journal Activity - Action Goal  |  |
|                      | Activity 7                | Process Journal Activity - Global Context   |  |
|                      | Activity 8                | Process Journal Activity - Investigating  |  |
| December             | Activity 9                | <b>Community Project Proposal for Investigation form (HB) -Check Jupiter</b>  |  |
| December/<br>January | Activity 10,<br>11,12, 13 | Process Journal Activity - Planning (Research) discuss citations as they research. Complete works cited page.<br><b>Check Evaluation-Criterion A: Investigating (Advisory) (due by Jan 31)</b>          |  |
| February             | Activity 14, 15           | Students completing Project Proposal for Action<br><b>Check Community Project Proposal for Action form input in Jupiter</b><br><b>Check Evaluation-Criterion B: Planning (Advisory) (due by Feb 28)</b> |  |
| March                | Activity 16, 17,          | Advisor check-in (Process Journal, Research, Works Cited, Taking Action phase)  |  |

|                    |                     |  |  |
|--------------------|---------------------|--|--|
|                    | 18                  | <b>(action must be done by March 27)</b>   |  |
| After Spring Break | 19, 20              | <b>Check Evaluation-Criterion C: Taking Action (Advisory)</b>  |  |
| April/May          | Activity 21, 22, 23 | <p>Students begin Final Reflection Essay (Lang &amp; Lit) include works cited</p> <p><b>Check (Evaluation- Criterion D: Reflection) (Lang &amp; Lit)</b></p> <p>Students working on Project Boards, finalizing presentations (Advisory)</p> <p>Students practicing presentations</p> |  |
| May/June           |                     | <p>Student Final Presentations to Elementary/7th grade Classes</p> <p><b>Oral Presentation Rubric</b></p>  |  |

(HB)-Community Project Handbook

## **Process Journal**

As you go through the process of the community project, you will need to maintain a record of your progress. It is your choice as to how you will do this. Every student must keep his/her own Process Journal, even if working with a group.

### **What is included in the Process Journal?**

- Reflections of your understanding of the topic
- Reflections of your understanding of the global context through which you will work with the topic (connecting your topic/project to the global context)
- Reflections of your understanding of your ATL skills (see page 5)
- Drawings, diagrams, doodles, clippings, pictures
- Meeting notes: intentions, next steps, accomplishments, brainstorming, discussions, arguments (keep it civil!), reflections on your personal growth through these meetings
- Record of sources/notes from research
- Planning information: materials, contact names and numbers, dates, times, locations of meetings and events

### **You choose how you will maintain the Process Journal (but make sure you use it regularly as you go through the project):**

- personal notebook/scrapbook (required for 2018-19 school year, will be provided)
- video
- audio recordings
- Google Docs, Word, other online record keeper

### **The process journal is NOT:**

- Used every single day
- Written up after the process is completed
- Additional work on top of the project
- A static document/journal with only one format
- A diary with detailed writing about what was done



# APPROACHES TO LEARNING

## SOCIAL SKILLS

- Developing positive interpersonal relationships and collaboration skills
- Developing social-emotional intelligence



## RESEARCH SKILLS

- Information-literacy skills
- Media-literacy skills
- Ethical use of media/information



## THINKING SKILLS

- Critical-thinking skills
- Creative-thinking skills
- Transfer skills
- Reflection/metacognitive skills



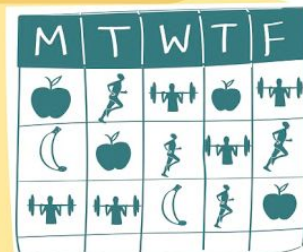
## COMMUNICATION SKILLS

- Exchanging-information skills
- Literacy skills
- ICT skills



## SELF-MANAGEMENT SKILLS

- Organization skills
- States of mind



@chrisgadbury  
MagicStorybooks.com

# MYP Global Contexts

| Global Context                            | Definition   | Explorations of...   |
|---|--|--|
| <b>Identities &amp; relationships</b>     | <p><b>Who am I? Who are we?</b></p> <p>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.</p>  | <p><b>Possible explorations to develop:</b></p> <p>Competition and cooperation; teams, affiliation, &amp; leadership<br/>           Identity formation, self-esteem, status, roles &amp; role models<br/>           Personal efficacy and agency; attitudes, motivation, independence; happiness and the good life<br/>           Development, transitions, health and wellness; physical, psychological and social well-being; lifestyle choices<br/>           Human nature and human dignity; moral reasoning and ethical judgment, consciousness &amp; mind.</p> |
| <b>Orientation in space &amp; time</b>    | <p><b>What is the meaning of “when” and “where?”</b></p> <p>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.</p> | <p><b>Possible explorations to develop:</b></p> <p>Civilizations and social histories, heritage; pilgrimage, migration, displacement &amp; exchange<br/>           Epochs, eras, turning points and “big history”<br/>           Scale, duration, frequency, and variability<br/>           Peoples, boundaries, exchange, and interaction<br/>           Natural &amp; human landscapes and resources<br/>           Evolution, constraints, &amp; adaptation</p>   |
| <b>Personal &amp; cultural expression</b> | <p><b>What is the nature &amp; purpose of creative expression?</b></p> <p>Students will explore the ways in which we discover feelings 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.</p>                                       | <p><b>Possible explorations to develop:</b></p> <p>Artistry, craft, creation, beauty – products, systems, &amp; institutions<br/>           Social constructions of reality; philosophies &amp; ways of life; belief systems; ritual and play<br/>           Critical literacy, languages &amp; linguistic systems; histories of ideas, fields, and disciplines; analysis &amp; argument<br/>           Metacognition &amp; abstract thinking<br/>           Entrepreneurship, practice, &amp; competency</p>  |

| Global Context                               | Definition  | Explorations of...   |
|--|---|--|
| <b>Globalization &amp; sustainability</b>    | <p><b>How is everything connected?</b></p> <p>Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; reflect on the opportunities and tensions provided by the world-interconnectedness; the impact of decision-making on humankind and the environment.</p>  | <p><b>Possible explorations to develop:</b></p> <p>Markets, commodities, &amp; commercialization</p> <p>Human impact on the environment</p> <p>Commonality, diversity, &amp; interconnection</p> <p>Natural resources &amp; public goods</p> <p>Consumption, conservation</p> <p>Population &amp; demography</p> <p>Urban planning, strategy, &amp; infrastructure</p>   |
| <b>Fairness &amp; development</b>            | <p><b>What are the consequences of our common humanity?</b></p> <p>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.</p>  | <p><b>Possible explorations to develop:</b></p> <p>Democracy, politics, government, &amp; civil society</p> <p>Inequality, difference, &amp; inclusion</p> <p>Human capability &amp; development; social entrepreneurs</p> <p>Rights, law, civic responsibility, &amp; the public sphere</p> <p>Justice, peace, &amp; conflict management</p> <p>Power &amp; privilege</p> <p>Authority, security, &amp; freedom</p> <p>Imagining a hopeful future</p> |
| <b>Scientific &amp; Technical Innovation</b> | <p><b>How do we understand the world in which we live?</b></p> <p>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.</p> | <p><b>Possible explorations to develop:</b></p> <p>systems, models, methods; products, processes and solutions</p> <p>adaptation, ingenuity and progress</p> <p>opportunity, risk, consequences and responsibility</p> <p>modernization, industrialization and engineering</p> <p>digital life, virtual environments and the information age</p> <p>the biological revolution</p> <p>mathematical puzzles, principles and discoveries</p>              |

# INVESTIGATING

**What is the goal of your project?** What are the needs of the community related to your topic? What statistics show this is a need? Who is already doing this work? How will you gather reliable statistics?

Some examples of goals are:

- To participate actively
- To inform others
- To create/innovate
- To change behaviors
- To advocate

## **Identify the Global Context your project is related to.**

Global context direct learning towards independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP projects can develop meaningful exploration of:

- identities and relationships
- orientation in space and time
- personal and cultural expression
- scientific and technical innovation
- globalization and sustainability
- fairness and development

Consider the following questions as you choose a global context through which to focus your project:

- What do I want to achieve through my personal project?
- What do I want others to understand through my work?
- What impact do I want my project to have?
- How can a specific context give greater purpose to my project?

When organizing fundraising campaigns or events for an organization, you will explore the challenges that the organization address, such as pollution, climate change, endangered species, health, education, housing, food, human rights, minority rights, immigration, culture, arts, communication. Therefore, the global context for the project will often be determined by the organization's cause.

The choice of the global context will significantly shift the perspective of the MYP project.

## Community Project Proposal for Investigation Form

|                |
|----------------|
| Project Title: |
|----------------|

|                  |               |
|------------------|---------------|
| Student Name(s): | Advisor Name: |
|------------------|---------------|

|   |
|---|
| NEED: Describe the need you intend to address. What is lacking/needing improvement? |
| <b>Target Community:</b><br><br><b>Need:</b>  |

|  |                         |                    |                     |
|--|-------------------------|--------------------|---------------------|
| ACTION GOAL: What is the purpose of your Community Project? What do you hope to achieve? |                         |                    |                     |
| <b>Circle type of goal:</b>  | To participate actively | To inform others   | To change behaviors |
| To raise awareness   | To research             | To create/innovate | To advocate         |
| <b>Action Goal:</b>  |                         |                    |                     |

|   |                                     |                                  |
|---|-------------------------------------|----------------------------------|
| GLOBAL CONTEXT: (circle one)              |                                     |                                  |
| Identities and relationships              | Orientation in space and time       | Personal and cultural expression |
| Fairness and development                  | Scientific and Technical innovation | Globalization and sustainability |
| How is this Global Context relevant? Why? |                                     |                                  |

## Teacher Assessment

student name:

### Criterion A: Investigating

Maximum Score: 8

In the community project, students should be able to:

- 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.

| Achievement Level | Level Descriptor  |
|-------------------|---|
| 7-8               | Student:<br>a. <b>defines</b> a <b>clear and highly challenging</b> goal to address a need within a community, based on personal interests<br>b. identifies prior learning and subject-specific knowledge that is <b>consistently highly relevant</b> to the project<br>c. demonstrates <b>excellent</b> research skills                    |
| 5-6               | Student:<br>a. <b>defines</b> a clear and <b>challenging</b> goal to address a need within a community, based on personal interests.<br>b. identifies prior learning and subject-specific knowledge <b>generally relevant</b> to the project<br>c. demonstrates <b>substantial</b> research skills  |
| 3-4               | Student:<br>a. <b>outlines</b> an <b>adequate</b> goal to address a need within a community, based on personal interests.<br>b. identifies <b>basic</b> prior learning and subject-specific knowledge relevant to <b>some areas</b> of the project<br>c. demonstrates <b>adequate</b> research skills                                       |
| 1-2               | Student:<br>a. <b>states</b> a goal to address a need within community, based on personal interests, but this may be <b>limited</b> in depth or accessibility<br>b. identifies prior learning and subject-specific knowledge, but this may be <b>limited</b> in occurrence or relevance.<br>c. demonstrates <b>limited</b> research skills. |
| 0                 | Student <b>does not</b> achieve a standard described by any of the descriptors below.   |

Student Score Total: \_\_\_\_\_/8

# PLANNING

**Develop a proposal for action for the project:** How can we address this need using the SMART GOAL worksheet? What time, talent, and resources do we have and need? Who will do what and when?

When you are clear on what you want to achieve and the service as action of your project, you will need to propose an action plan. What are some specific tasks or activities you can do to develop your project? You can use checklists, rubrics, timelines, flowcharts or other strategies to prepare the proposal. Your proposal should include designing, problem-solving, decision-making or investigative activities. Proposals should be achievable based on time and resources available. Do not come up with a proposal that takes too much time, is difficult to follow through, or costs too much money to implement. On the other hand, do not choose projects that are too simplistic.

## Research

Now it's time to begin your research. Remember to look for reliable online sources. Don't forget interviews with individuals involved in whatever your project is related to can offer valuable information and insight.

As you complete your research, make sure to keep track of all of your sources.

Add these to your process journal.

## Research Beyond Google

Google is a great way to access information, but it isn't the only way- or even always the best way. There are other ways to get the information you need.

Other potential sources of information:

- Websites/other publications
- Experts on the topic you can interview
- Organizations working to address the need

|   |  |
|---|--|
| <b>Experts:</b> <ul style="list-style-type: none"><li>• Professors at SDSU or Grossmont</li><li>• Authors of publications or websites</li><li>• Government officials</li><li>• Doctors, veterinarians, police</li></ul> | <b>Organizations:</b> <ul style="list-style-type: none"><li>• Charity groups</li><li>• Advocacy groups</li><li>• Government agencies</li></ul> |
|---|--|

Contacting experts:

- Website "Contact Us" links
- Email
- Telephone

Hints:

- Contact via "Contact Us" or Email before calling
  - Say, "May I call you to ask you some questions about my project?"
- Remember, spelling and grammar count when contacting experts. They will be more likely to respond if they can easily understand why you are reaching out to them.
- Your first email contact should be asking if they are willing to answer your questions; if they are, send them the questions after they respond.
- Be clear, be polite, be brief, and be thankful.

Example Email:

"Dear Dr. Jones,

My name is Jane Smith, and I'm an 8th grade student at Spring Valley Academy in Spring Valley. My school requires us to complete a community project, and I am doing research into the issue of homelessness. I understand you are very busy, but would you be willing to answer a few questions for me? If so, I can be reached at [janesmithSVA@gmail.com](mailto:janesmithSVA@gmail.com).

Thank you very much for your time.

Sincerely,

Jane Smith"



## MLA CITATION WORKSHEET

**When you cite your sources, you must provide as much information as possible. I realize that when using the internet, it can be difficult to find some of the information being requested.**

**I) Internet: MLA Citation** Alphabetical Order # \_\_\_\_ •

AUTHOR *if available* (last name, first and middle) \_\_\_\_\_ (period).

• TITLE ("quotation marks") \_\_\_\_\_ (period).

• TITLE OF WEBSITE (underlined) \_\_\_\_\_ (period).

• DATE last updated/publication/copyright date

(Day-Month-Year) \_\_\_\_\_ (period).

• DATE of access: (Day Month (abbreviated + period.) Year) \_\_\_\_\_ (no period).

• URL (Web site address in <angle brackets>) \_\_\_\_\_ (period).

### **Example:**

**"Think College....Learn for a Lifetime." U.S. Department of Education. 26 July 2000. 11 Nov. 2000.**

**<<http://www.ed.gov/thinkcollege>>.**

### **PRACTICE WRITING YOUR CITATION CORRECTLY IN THE SPACE PROVIDED:**

**I) Internet: MLA Citation** Alphabetical Order # \_\_\_\_ •

AUTHOR *if available* (last name, first and middle) \_\_\_\_\_ (period).

• TITLE ("quotation marks") \_\_\_\_\_ (period).

• TITLE OF WEBSITE (underlined) \_\_\_\_\_ (period).

• DATE last updated/publication/copyright date

(Day-Month-Year)\_\_\_\_\_ (period).

- DATE of access: (Day Month (abbreviated + period.) Year)\_\_\_\_\_ (no period).
- URL (Web site address in <angle brackets>)\_\_\_\_\_ (period).

**PRACTICE WRITING YOUR CITATION CORRECTLY IN THE SPACE PROVIDED:**

**I) Internet: MLA Citation** Alphabetical Order #\_\_\_\_ •

AUTHOR *if available* (last name, first and middle)\_\_\_\_\_ (period).

- TITLE (“quotation marks”)\_\_\_\_\_ (period).
- TITLE OF WEB SITE (underlined) \_\_\_\_\_ (period).
- DATE last updated/publication/copyright date

(Day-Month-Year)\_\_\_\_\_ (period).

- DATE of access: (Day Month (abbreviated + period.) Year)\_\_\_\_\_ (no period).
- URL (Web site address in <angle brackets>)\_\_\_\_\_ (period).

**PRACTICE WRITING YOUR CITATION CORRECTLY IN THE SPACE PROVIDED:**

# TAKING ACTION

Once you have determined the need, your goal, and have planned what you are going to do, it is time to put it into action.

- How will you carry out your project?
- What is your budget?
- Is it a one day event? Will it take a few weeks?
- Where will the event take place/Where will the drop-off location be?
- How will you get the word out? Do you need posters made? Do you want to include write-ups on the SVA broadcast, PeachJar or NTI messages home? This must be approved by the administration first before any information can be shared.
- What supplies do you need?
- Will your project cost money?
- How will you get money?
- Will you share your information at Open House?
- Who will copy your fliers?
- Who will you contact for volunteer time?

## Community Project Proposal for Action

Project Title:

Student Name(s):

Advisor Name:

Need:

Community:

Global Context:

Action Goal:

Time Frame: *Will you hold a one day event? Will your action take a few weeks?*

Location: *Where will the event take place?*

|   |
|---|
| <b>Specific Tasks/activities to complete:</b>                                   |
| <b>How will you get the word out?</b>   |
| <b>What materials and resources are needed to achieve your product/outcome?</b> |
| <b>Cost:</b> <i>Is there a materials cost?</i>                                  |

## Teacher Assessment

student name:

### Criterion B: Planning

Maximum Score: 8

In the community project, the student should be able to:

- 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

| Achievement Level | Level Descriptor   |
|-------------------|--|
| 7-8               | Student:<br>a. develops a <b>detailed, appropriate and thoughtful</b> proposal for action to serve the need in the community<br>b. presents a <b>detailed and accurate</b> plan and record of the development process of the project<br>c. demonstrates <b>excellent</b> self-management skills                  |
| 5-6               | Student:<br>a. develops a <b>suitable</b> proposal for action to serve the need in the community<br>b. presents a <b>substantial</b> plan and record of the development process of the project<br>c. demonstrates <b>substantial</b> self-management skills  |
| 3-4               | Student:<br>a. develops an <b>adequate</b> proposal for action to serve the need in the community<br>b. presents an <b>adequate</b> plan and record of the development process of the project<br>c. demonstrates <b>adequate</b> self-management skills  |
| 1-2               | Student:<br>a. develops a <b>limited</b> proposal for action to serve the need in the community<br>b. presents a <b>limited or partial</b> plan and record of the development process of the project demonstrates <b>limited</b> self-management skills<br>c. demonstrates <b>limited</b> self-management skills |
| 0                 | Student <b>does not</b> achieve a standard described by any of the descriptors below.  |

Student Score Total: \_\_\_\_\_/8

## Teacher Assessment

student name:

### Criterion C: Taking Action

Maximum Score: 8

In the community project, student should be able to:

- demonstrates service as action as a result of the project
- demonstrates thinking skills
- demonstrates communication and social skills

| Achievement Level | Level Descriptor  |
|-------------------|---|
| 7-8               | Student:<br>a. demonstrates <b>excellent</b> service as action as a result of the project<br>b. demonstrates <b>excellent</b> thinking skills<br>c. demonstrates <b>excellent</b> communication and social skills       |
| 5-6               | Student:<br>a. demonstrates <b>substantial</b> service as action as a result of the project<br>b. demonstrates <b>substantial</b> thinking skills<br>c. demonstrates <b>substantial</b> communication and social skills |
| 3-4               | Student:<br>a. demonstrates <b>adequate</b> service as action as a result of the project<br>b. demonstrates <b>adequate</b> thinking skills<br>c. demonstrates <b>adequate</b> communication and social skills          |
| 1-2               | Student:<br>a. demonstrates <b>limited</b> service as action as a result of the project<br>b. demonstrates <b>limited</b> thinking skills<br>c. demonstrates <b>limited</b> communication and social skills             |
| 0                 | Student <b>does not</b> achieve a standard described by any of the descriptor below.  |

Student Score Total: \_\_\_\_\_/8

# REFLECTING

Congratulations! You made it. This is the final stage of your project. This is where you will finalize all of the work you have done; research, findings, final self- reflection, opinion, final thoughts, etc...Be sure to include the 3 parts listed below.

*Must be typed 12pt font, Double Spaced, Times New Roman, 1 inch margins, 2-4 pages*

- Brief introduction to your project (Include thesis statement which is your goal.)
- Evaluate the quality of service as action against the proposal (Did the project turn out as you had planned?)
- Reflect on learning (Global Contexts, ATLs and Learner Profile), refer to specific Process Journal entries (include physical extracts as appendices at end of the paper)

## PART 1: REFLECTION ESSAY

**Questions to consider- (Answers should already be in your Process Journal!) for Final Reflection that address the ATLs (see chart):**

1. How did you decide which issue in the community to research?
2. Did your action require you to plan and organize? If so, what was this process like?
3. How did you use creativity to take action in order to meet your goal? (Creative Thinking)
4. Did you collaborate with anyone? If so, what was that process like? If not, why not? (Collaboration critical)
5. What was challenging about this project? What was easy about it? (Reflection)
6. What did you learn about the community? Misconceptions? Affirmations? (Reflection)
7. How did your research help you better understand the issue in your community? (Literacy, media literacy: videos, internet, transfer)
8. As you reflected on your process journal, what would you change about the process or project, if you had the opportunity to do it over again? (Critical thinking, transfer)
9. Did you meet your goal? If so, what is the evidence of your success? If not, why do you think you did not meet your goal (For example: Did your project end up going in a different direction?)
10. What did you learn about yourself as a learner and as an active citizen in society? (Critical thinking, transfer)
11. How will you use what you have learned in the future? (Critical thinking, transfer)



## **Approaches to Learning** **(ATL Skills)**

IB Approaches to Learning are skills that help you learn. If you practice and apply these skills in the real world, you will become a life-long learner. Why should this be a goal of yours? Because even though you may graduate high school and college, you'll still need (and hopefully want) to learn! New jobs, new life roles, different experiences, world events; lots will happen and with these skills you will be better prepared to understand these changes.

|                               |   |
|-------------------------------|---|
| <b>Thinking Skills</b>        | <ul style="list-style-type: none"> <li>• Generate ideas</li> <li>• Identify problems</li> <li>• Ask questions</li> <li>• Identify bias</li> <li>• Plan</li> <li>• Come up with innovative solutions</li> <li>• Apply knowledge and skills to different situations</li> <li>• Evaluate solutions and ideas</li> <li>• Reflect on learning</li> </ul>   |
| <b>Self-Management Skills</b> | <ul style="list-style-type: none"> <li>• Meet deadlines</li> <li>• Set goals and create a plan to accomplish them</li> <li>• Keep information organized</li> <li>• Find balance in life (effectively cope with)</li> </ul>  |
| <b>Research Skills</b>        | <ul style="list-style-type: none"> <li>• Access information</li> <li>• Find information using different media</li> <li>• Evaluate sources for bias</li> <li>• Take notes in own words (paraphrase)</li> <li>• Synthesize information from various sources (put ideas together)</li> <li>• Create a "Works Cited" page with correct format</li> </ul>  |
| <b>Collaboration Skills</b>   | <ul style="list-style-type: none"> <li>• Respect other's point of view</li> <li>• Respect other's differences</li> <li>• Be empathetic</li> <li>• Resolve conflicts</li> <li>• Be fair</li> <li>• Take responsibility for own actions</li> <li>• Make decisions</li> <li>• Create consensus</li> <li>• Speak up in a group</li> <li>• Help others</li> <li>• Develop cultural understanding and global awareness by engaging with learners of other cultures</li> </ul> |
| <b>Communication Skills</b>   | <ul style="list-style-type: none"> <li>• Speak respectfully to others</li> <li>• Give and receive feedback</li> <li>• Listen to others and consider/analyze their ideas</li> <li>• Use various communication techniques to make your ideas clear (verbal, gestures, diagrams, statistics, charts, graphs)</li> <li>• Write for different purposes</li> <li>• Organize information logically</li> <li>• Present ideas clearly and effectively</li> </ul>                 |

## **PART 2: WORKS CITED PAGE**

Complete the MLA Citation Worksheet to help you create your Works Cited Page.

## **PART 3: EXTRACTS**

Include physical extracts referred to in your paper (minimum of 4) from the Process Journal (i.e. challenges, epiphanies, data, and successes)

### **PROCESS JOURNAL EXTRACTS (APPENDICES)**

You should carefully select evidence from your process journal to demonstrate development in all criteria (A. Investigating, B. Planning, C. Taking Action, D. Reflecting).

An extract may include:

- Visual thinking diagrams
- Bulleted lists
- Charts
- Notes
- Timelines, action plans
- Labeled illustrations
- Direct quote from a source
- Artifacts from inspirational visits to museums, performances, galleries Pictures, photographs, sketches
- Up to 30 seconds of visual or audio material
- Screenshots of a blog, website or online journal
- Questionnaires or Surveys
- Self and peer assessment feedback.

Feel free to include any additional material that is relevant to the success of this project

## Teacher Assessment

student name:

### Criterion D: Reflecting

Maximum Score: 8

In the community project, student should be able to:

- 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

| Achievement Level | Level Descriptor  |
|-------------------|---|
| <b>7-8</b>        | Student:<br>a. presents an <b>excellent</b> evaluation of the quality of the service as action against the proposal<br>b. presents <b>excellent</b> reflections on how completing the project has extended their knowledge and understanding or service learning<br>c. presents <b>excellent</b> reflections on their development of ATL skills       |
| <b>5-6</b>        | Student:<br>a. presents an <b>substantial</b> evaluation of the quality of the service as action against the proposal<br>b. presents <b>substantial</b> reflections on how completing the project has extended their knowledge and understanding or service learning<br>c. presents <b>substantial</b> reflections on their development of ATL skills |
| <b>3-4</b>        | Student:<br>a. presents an <b>adequate</b> evaluation of the quality of the service as action against the proposal<br>b. presents <b>adequate</b> reflections on how completing the project has extended their knowledge and understanding or service learning<br>c. presents <b>adequate</b> reflections on their development of ATL skills          |
| <b>1-2</b>        | Student:<br>a. presents a <b>limited</b> evaluation of the quality of the service as action against the proposal<br>b. presents <b>limited</b> reflections on how completing the project has extended their knowledge and understanding of service learning<br>c. presents <b>limited</b> reflections on their development of ATL skills              |
| <b>0</b>          | Student does not achieve a standard described by any of the descriptors below.  |

Student Score Total: \_\_\_\_\_/8

# PRESENTATION

At the end of the community project, you will present in front of an audience.

- For an individual student presentation, the time allocated is 5-7 minutes
- For a group presentation, the time allocated is 7-12 minutes

Students choosing to complete the Service as Action in groups will present the project as a group, but each group member must speak during the course of the presentation.

At the time of the presentation, students must submit to the advisor:

- A completed/signed academic honesty form for each student
- The proposal for action (submitted for approval prior to action)
- Process journal extracts
- Any supporting visual aids used during the presentation
- Bibliography/sources

In addition to the oral presentation, you will also be required to create a visual (i.e. a tri fold presentation board, binder, video, powerpoint, etc.) to showcase the project. This is your chance to be creative. You will need to include the following:

- Project name
- Description of project
- Visuals (photos, graphs, etc)
- Research
- Bibliography
- Reflection

## **Academic Honesty Form**

|              |  |
|--------------|--|
| Student Name |  |
| Advisor Name |  |

### **Student Declaration**

I confirm that this work will be my own. I will acknowledge, in the body of my work, each use of the words, work or ideas of another person. All written, oral or visual works (hard copy and/or electronic materials) will be cited properly.

### **Parent Declaration**

I confirm that, to the best of my knowledge, the material submitted will be the authentic work of the student.

### **Advisor Declaration**

I confirm that, to the best of my knowledge, the material submitted will be the authentic work of the student.

|                            |      |
|----------------------------|------|
| <b>Student's signature</b> | Date |
| <b>Parent signature</b>    | Date |
| <b>Advisor's signature</b> | Date |