

**Burrillville High School
School-Wide Rubric**

Expectation:	3 Value and demonstrate personal and social responsibility
Sub-Expectation	3.3 Participate in community service, leadership roles and/or school activities
Requirement:	The student must demonstrate proficiency in one criteria area and reflect upon that experience to meet the requirement.

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CRITERIA	Exceeds Standard	Meets Standard	Needs More Work	Needs More Instruction
Community Service	Participates extensively in community or school-related service. The student produces an activity log that exceeds 20 hours of service. The student must receive written commendation for efforts from a supervisor.	Participates in community or school-related service. The student produces an activity log for 20 hours of service. The student must receive written commendation for efforts from a supervisor. (G&C 3)	Participates in community or school-related activities for less than 20 hours.. The student fails to produce a completed activity log and/or receives an unsatisfactory acknowledgement of efforts from a supervisor.	Does not participate in any community or school-related activities. The student fails to produce an activity log and receives no acknowledgement from a supervisor.
School Activities	Provides detailed, convincing evidence (e.g., letter from supervising adult, video, group work sample, varsity letter) that he/she participated successfully in a school related activity.	Provides clear, complete evidence (e.g., letter from supervising adult, video, group work sample, varsity letter) that he/she participated successfully in a school related activity. (G&C 3)	Provides some evidence (e.g., letter from supervising adult, video, group work sample, varsity letter) that he/she participated in a school related activity.	Provides little or no evidence that he/she participated successfully a school related activity.
Leadership Roles	Assumes a leadership role and provides detailed, convincing evidence (e.g., letter from supervising adult, video, group work sample, varsity letter with captains pin) that documents the leadership experience.	Assumes a leadership role and provides clear evidence (e.g., letter from supervising adult, video, group work sample, varsity letter with captains pin) that documents the leadership experience (G&C 3)	Assumes a leadership role and provides some evidence (e.g., letter from supervising adult, video, group work sample, varsity letter with captains pin) that documents the leadership experience	Assumes a leadership role and provides little or no evidence (e.g., letter from supervising adult, video, group work sample, varsity letter with captains pin) that documents the leadership experience

Reflection	<p>Effectively identifies and analyzes a condition, as situation, or an issue that addresses the prompt. Analysis is insightful and conveys significance of the condition, situation, or issue.</p> <p>Writing contains no significant errors in spelling, punctuation, and capitalization.</p>	<p>Clearly identifies and analyzes a condition, as situation, or an issue that addresses the prompt. Analysis is logical and conveys significance of the condition, situation, or issue.</p> <p>Writing contains few significant errors in spelling, punctuation, and capitalization. (W 1,W 9, W 14)</p>	<p>Identifies a condition, a situation, or an issue, but analysis is superficial. Writer does not adequately address the prompt.</p> <p>Writing contains several significant errors in spelling, punctuation, and capitalization.</p>	<p>Identifies a condition, a situation, or an issue but analysis is missing. Writer does not address the prompt.</p> <p>Writing contains numerous, distracting errors in spelling, punctuation, and capitalization.</p>
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Adapted from previous BHS school-wide rubrics