How to score using this rubric.

To score, start in the middle column; read all statements in column 3.

If **ALL** criteria in column 3 are met or exceeded, go to column 5.
Read column 5 for exemplary practice.
If none in column 5 are met, the score = 3.
If some in column 5 are met, the score = 4.
If all in column 5 are met, the score = 5.

If **SOME** or **NONE** of the criteria in column 3 are met, go to column 1.
If all criteria in column 1 are true, the score = 1.
If some criteria in column 1 are true, the score = 2.

Letter to the Community	Fail	Developing	Pass	Pass	Pass with Honors
	1	2	3	4	5
Final Score (total point value)	**(0-7 points)** *failure to meet descriptor can result in zero points.*		**(8-13 points)**		**(14-15 points)**

Comments

Student Name _____   **Scorer Name** _____

Letter to the Community	Fail	Developing	Pass	Pass	Pass with Honors
	1	**2**	**3**	**4**	**5**
Quality of Writing *Students are able to express their claims in written form, paying special attention to organization of ideas, fluent transitions between ideas, and mastery of grade-level specific conventions. Word choice and voice reflect a confident author and a final draft features minimal errors in grammar, usage, mechanics, and keyboard skills.*	Student presents ideas with some use of academic and domain-specific vocabulary. Sentences are short and simple in construction and do not support coherence of claims. Student voice is lacking. There are several errors in conventions and keyboarding errors distract from the readability of the piece.		Student presents ideas clearly, succinctly, and with a balance of academic and domain-specific vocabulary. Sentences flow across and between paragraphs to support coherence of claims. Student voice is present and supports the topic. Conventions are followed with minimal errors and keyboarding errors are few.		Student presents ideas clearly, succinctly, and with a command of academic and domain-specific vocabulary. Sentences flow across and between paragraphs to support coherence of claims. Student voice is active and drives understanding of the topic. Conventions are followed with no errors and keyboarding errors are absent.
Quality of Reasoning *Students are able to name how leadership opportunities have supported their social and emotional growth and share specific examples to illustrate their points. Service is described as a win-win situation and service opportunities are listed.*	Student fully describes how s/he has demonstrated leadership and lists examples. Service opportunities in and out of school may be named but benefits to self and community are unclear or superficial. Fewer than ten hours of service completed.		Student fully describes how s/he has demonstrated leadership with examples to support claims. Service opportunities in and out of school are named and benefits to self and community are described. Ten hours of service was completed.		Student fully describes how s/he has demonstrated leadership with several specific examples to support claims. Service opportunities in and out of school are provided in detail and benefits to self and community are described. More than ten hours of service was completed.
Quality of Reflection *Students are able to connect their leadership and service learning to our character traits and Design Principles in meaningful ways. There is a sense of empathy, compassion or gratitude that is communicated when discussing service work and the opportunities provided by attending GCCS.*	Student lists successes and/ or challenges as a leader but fails to explain their leadership roles. One or two character traits/ Design Principles are acknowledged in their service learning and leadership.There may be gratitude for service to others but student might not acknowledge how GCCS has prepared them to be future citizens of the community.		Student reflects on successes and challenges as a leader and shares insight into the role leaders play in our school. A few (2 or 3) character traits/ Design Principles are acknowledged in their service learning and leadership. There is a sense of gratitude for service to others and acknowledges how GCCS has prepared them to be future citizens of the community.		Student honestly reflects on successes and challenges as a leader and identifies areas to improve. Clearly articulate the role leaders play in our school and the opportunities they have had. Several (4+) character traits/ Design Principles are acknowledged in their service learning and leadership. There is a gratitude and humility for service to others and acknowledges how GCCS has prepared them to be engaged leaders in the community.