

National Junior Honor Society Criteria

- 1. Students must be enrolled in at least one Regents class.**
- 2. Students must participate in one significant community service activity.**
- 3. Students must participate in at least one extracurricular activity.**
- 4. Students must have no incomplete or pass/fail grades in any core area subjects on their report cards.**
- 5. Students must maintain a solid 90% average (not 89.9%)
(6th, 7th and first 3 quarters of 8th grade are included in the calculations.)**
- 6. Students must have no school suspensions.**

**Tuckahoe Middle School
National Junior Honor Society Community Service Essay Rubric
2019-2020**

Community Service Standards	1 Unacceptable	2 Approaches Expectations	3 Meets Expectations	4 Exceeds Expectations
Improves quality of life	Changes mainly decorative, but limited community benefit, or are not new and unique.	Changes mainly decorative, but new and unique benefits realized in community.	Changes enhance an already good community situation.	Facilitate change or insight; help alleviate suffering; solve a problem; meet a need or address an issue.
Potential for leadership through social service	Little or no reflection on leadership possibilities.	Some evidence of leadership potential, not well articulated.	Some definition of vision and explanation of leadership through service improvement.	Clearly articulated vision and explanation of leadership through service improvement.
Demonstrate reciprocity and responsiveness in volunteer service with a community organization	Student is unable to demonstrate an appreciation of reciprocity, responsiveness, sensitivity, and respect in the context of service. Volunteer service, for this student, is a one-way relationship. Little or no assessment of personal contribution/gains from volunteer experience.	Student demonstrates basic awareness of reciprocity, responsiveness, sensitivity, and respect, but has not fully integrated these traits into their understanding of service. Minimal assessment of personal contribution/gains derived from volunteer experience.	Student demonstrates basic awareness of reciprocal relationships in the context or service, and demonstrates how s/he has been responsive, sensitive, or respectful. Adequate assessment of contribution/gains resulting from volunteer experience.	Student clearly articulates how his/her volunteer experience has been more than a one-way relationship (more than one person acting as the giver, and the other, the receiver). Student clearly articulates how s/he was responsive to those served, and how s/he was affected or challenged or changed by these relationships. Student demonstrates sensitivity to and respect for those that s/he served. Thoughtful, detailed assessment of contribution/gains resulting from volunteer experience.
Sustainability/ Continued Involvement	Service was limited in scope and lasted 4 sessions or less. Future involvement is not evident.	Service was sustained for two or three months with at least bi-weekly experiences. Student gives minimal explanation of how his/her volunteer experience will continue and/or evolve	Service was sustained for four or five months with weekly or bi-weekly experiences or equivalent. Student adequately explains how his/her volunteer experience will continue and/or evolve	Service was sustained over at least half a year with at least weekly experiences or equivalent. Student provides verifiable evidence of involvement including contact information (<u>not</u> a relative). Student clearly

		into the future.	into the future.	articulates how his/her volunteer experience will continue and/or evolve into the future.
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