### Macintosh HD:Users:Corey:Desktop:SLC_Logo_Vector with R.png

### Rubrics

By Corey Seemiller, PhD and Darby Roberts, PhD

Seemiller, C. & Roberts, D. (2016). *Student leadership competencies rubrics*.

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| Evaluators: Each category below contains a description of evaluation criteria. After observing the student, please write comments in one or more of the boxes labeled limited proficiency, basic proficiency, advanced proficiency, and exceptional proficiency based on student performance of that category. Because categories contain multiple elements, different comments can be written in more than one box for the same category based on performance. In the box labeled “overall proficiency,” please enter a final score that takes into account the comments entered in the four other boxes. | | | | | |
| **RESEARCH** | ***Limited Proficiency (1)***  *Demonstrates minimally well* | ***Basic Proficiency (2)***  *Demonstrates moderately well* | ***Advanced Proficiency (3)***  *Demonstrates well* | ***Exceptional Proficiency (4)***  *Demonstrates exceptionally well* | **Overall Proficiency (1-4)** |
| **Searching for Information**  Student:   * Identifies a variety of places in which legitimate information can be retrieved * Identifies online search terms that yield the information that he or she is seeking |  |  |  |  |  |
| **Finding Relevant Information**  Student:   * Finds the information he or she is seeking * Focuses on the research question without getting sidetracked |  |  |  |  |  |
| **Identifying Legitimate Information**  Student:   * Determines what is accurate and quality research * Seeks multiple sources to confirm legitimacy of information |  |  |  |  |  |

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| **OTHER PERSPECTIVES** | ***Limited Proficiency (1)***  *Demonstrates minimally well* | ***Basic Proficiency (2)***  *Demonstrates moderately well* | ***Advanced Proficiency (3)***  *Demonstrates well* | ***Exceptional Proficiency (4)***  *Demonstrates exceptionally well* | **Overall Proficiency (1-4)** |
| **Being Open to Other Perspectives**  Student:   * Articulates the desire to hear other perspectives |  |  |  |  |  |
| **Seeking to Understand Other Perspectives**  Student:   * Asks respectful, non-defensive, and non-threatening questions to seek understanding * Articulates the perspective of a differing point of view * Interacts in different settings or with people who are different to experience other perspectives |  |  |  |  |  |
| **Considering Other Perspectives**  Student:   * Allows new information to impact his or her thinking and decisions |  |  |  |  |  |

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| **REFLECTION AND APPLICATION** | ***Limited Proficiency (1)***  *Demonstrates minimally well* | ***Basic Proficiency (2)***  *Demonstrates moderately well* | ***Advanced Proficiency (3)***  *Demonstrates well* | ***Exceptional Proficiency (4)***  *Demonstrates exceptionally well* | **Overall Proficiency (1-4)** |
| **Reflecting on the Past**  Student:   * Sets aside time to reflect * Recalls the positive and negative aspects of past experiences * Determines lessons learned from past experiences |  |  |  |  |  |
| **Applying Lessons Learned**  Student:   * Engages in behavior and/or decision-making that reflect lessons learned from a past experience |  |  |  |  |  |

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| **SYSTEMS THINKING** | ***Limited Proficiency (1)***  *Demonstrates minimally well* | ***Basic Proficiency (2)***  *Demonstrates moderately well* | ***Advanced Proficiency (3)***  *Demonstrates well* | ***Exceptional Proficiency (4)***  *Demonstrates exceptionally well* | **Overall Proficiency (1-4)** |
| **Recognizing Relationships**  Student:   * Makes connections between seemingly unrelated things * Uncovers the causes and effects of a particular situation * Anticipates the effects of changing one aspect of a situation |  |  |  |  |  |
| **Considering Systemic Impact**  Student:   * Considers systemic impact when making a decision or engaging in a behavior |  |  |  |  |  |

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| **ANALYSIS** | ***Limited Proficiency (1)***  *Demonstrates minimally well* | ***Basic Proficiency (2)***  *Demonstrates moderately well* | ***Advanced Proficiency (3)***  *Demonstrates well* | ***Exceptional Proficiency (4)***  *Demonstrates exceptionally well* | **Overall Proficiency (1-4)** |
| **Engaging in Critical Examination**  Student:   * Breaks down a large amount of information into individual pieces to examine more closely * Asks questions such as How? and Why? to better understand the meaning behind information |  |  |  |  |  |
| **Interpreting Information**  Student:   * Identifies causes, factors, features, and impacts in detail to have a more comprehensive understanding of the information * Answers the questions of How? and Why? |  |  |  |  |  |

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| **SYNTHESIS** | ***Limited Proficiency (1)***  *Demonstrates minimally well* | ***Basic Proficiency (2)***  *Demonstrates moderately well* | ***Advanced Proficiency (3)***  *Demonstrates well* | ***Exceptional Proficiency (4)***  *Demonstrates exceptionally well* | **Overall Proficiency (1-4)** |
| **Integrating Separate Elements**  Student:   * Consolidates multiple pieces of information into a cohesive whole * Creates a concise summary of multiple pieces of information |  |  |  |  |  |
| **Identifying a Central Theme**  Student:   * Finds a central theme among a variety of sources of information |  |  |  |  |  |

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| **EVALUATION** | ***Limited Proficiency (1)***  *Demonstrates minimally well* | ***Basic Proficiency (2)***  *Demonstrates moderately well* | ***Advanced Proficiency (3)***  *Demonstrates well* | ***Exceptional Proficiency (4)***  *Demonstrates exceptionally well* | **Overall Proficiency (1-4)** |
| **Determining Value**  Student:   * Determines the significance of information in relation to a particular situation |  |  |  |  |  |
| **Aligning Actions**  Student:   * Engages in behaviors and/or makes decisions based on his or her evaluation of information * Prioritizes actions based on his or her evaluation of information |  |  |  |  |  |

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| **IDEA GENERATION** | ***Limited Proficiency (1)***  *Demonstrates minimally well* | ***Basic Proficiency (2)***  *Demonstrates moderately well* | ***Advanced Proficiency (3)***  *Demonstrates well* | ***Exceptional Proficiency (4)***  *Demonstrates exceptionally well* | **Overall Proficiency (1-4)** |
| **Generating Ideas**  Student:   * Offers new ideas that effectively address the issue at hand |  |  |  |  |  |
| **Developing Ideas**  Student:   * Builds on ideas presented by others |  |  |  |  |  |

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| **PROBLEM SOLVING** | ***Limited Proficiency (1)***  *Demonstrates minimally well* | ***Basic Proficiency (2)***  *Demonstrates moderately well* | ***Advanced Proficiency (3)***  *Demonstrates well* | ***Exceptional Proficiency (4)***  *Demonstrates exceptionally well* | **Overall Proficiency (1-4)** |
| **Identifying a Problem**  Student:   * Seeks out information about the problem * Looks at a problem from a variety of angles and perspectives * Accurately identifies a problem including its underlying causes and potential impact |  |  |  |  |  |
| **Developing and Assessing Solutions**  Student:   * Determines possible solutions to the problem * Analyzes the feasibility and impact of each possible solution * Evaluates the costs, benefits, and consequences of each possible solution |  |  |  |  |  |
| **Selecting a Solution**  Student:   * Chooses a viable solution based on the analysis of possible solutions |  |  |  |  |  |
| **Implementing a Solution**  Student:   * Puts the solution in place * Assesses the success of the solution and makes changes as needed |  |  |  |  |  |

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| **DECISION MAKING** | ***Limited Proficiency (1)***  *Demonstrates minimally well* | ***Basic Proficiency (2)***  *Demonstrates moderately well* | ***Advanced Proficiency (3)***  *Demonstrates well* | ***Exceptional Proficiency (4)***  *Demonstrates exceptionally well* | **Overall Proficiency (1-4)** |
| **Analyzing Context**  Student:   * Analyzes the contextual factors (people, environment, cost) that impact appropriate decision options * Lays out decision options |  |  |  |  |  |
| **Making a Decision**  Student:   * Makes a decision considering the context it is situated in * Identifies the anticipated consequences of a particular decision |  |  |  |  |  |
| **Evaluating the Decision**  Student:   * Reviews the decision for any additional changes or actions |  |  |  |  |  |

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| **SELF-UNDERSTANDING** | ***Limited Proficiency (1)***  *Demonstrates minimally well* | ***Basic Proficiency (2)***  *Demonstrates moderately well* | ***Advanced Proficiency (3)***  *Demonstrates well* | ***Exceptional Proficiency (4)***  *Demonstrates exceptionally well* | **Overall Proficiency (1-4)** |
| **Seeking Opportunities for Self-Understanding**  Student:   * Seeks opportunities to better understand own personality, beliefs, capacities, and/or interests * Participates in opportunities to better understand own personality, beliefs, capacities, and/or interests |  |  |  |  |  |
| **Confirming Self-Understanding**  Student:   * Articulates his or her styles, beliefs, capacities, and/or interests |  |  |  |  |  |

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| **PERSONAL VALUES** | ***Limited Proficiency (1)***  *Demonstrates minimally well* | ***Basic Proficiency (2)***  *Demonstrates moderately well* | ***Advanced Proficiency (3)***  *Demonstrates well* | ***Exceptional Proficiency (4)***  *Demonstrates exceptionally well* | **Overall Proficiency (1-4)** |
| **Clarifying Values**  Student:   * Clarifies own values by prioritizing those of most importance * Articulates own values prioritization |  |  |  |  |  |
| **Acting in Alignment with Values**  Student:   * Behaves in ways that are congruent with own values * Makes decisions that are congruent with own values * Refrains from participating in actions that go against his or her values |  |  |  |  |  |

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| **PERSONAL CONTRIBUTIONS** | ***Limited Proficiency (1)***  *Demonstrates minimally well* | ***Basic Proficiency (2)***  *Demonstrates moderately well* | ***Advanced Proficiency (3)***  *Demonstrates well* | ***Exceptional Proficiency (4)***  *Demonstrates exceptionally well* | **Overall Proficiency (1-4)** |
| **Uncovering Group Assets**  Student:   * Determines the assets, including ideas, strengths, knowledge, and/or abilities, the group needs for a particular task or project * Is aware of the assets other group members offer * Determines gaps in assets based on what the group needs and what the members have to offer |  |  |  |  |  |
| **Assessing Personal Assets**  Student:   * Clarifies own assets * Articulates what personal assets he or she can offer * Identifies specific personal assets that fill the asset gap of the group |  |  |  |  |  |
| **Contributing Personal Assets**  Student:   * Offers personal assets to the group that fill the gap in assets * Offers personal assets to the group that may not fill the asset gap but could contribute to group or task effectiveness |  |  |  |  |  |

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| **SCOPE OF COMPETENCE** | ***Limited Proficiency (1)***  *Demonstrates minimally well* | ***Basic Proficiency (2)***  *Demonstrates moderately well* | ***Advanced Proficiency (3)***  *Demonstrates well* | ***Exceptional Proficiency (4)***  *Demonstrates exceptionally well* | **Overall Proficiency (1-4)** |
| **Determining Competencies Needed**  Student:   * Determines the competencies needed for a role or task |  |  |  |  |  |
| **Assessing Personal Competencies**  Student:   * Clarifies proficiency level for the competencies necessary for the role or task at hand * Articulates his or her proficiency level for the competencies necessary for the role or task at hand |  |  |  |  |  |
| **Managing Scope of Competence**  Student:   * Engages in the use of a competency if he or she is appropriately proficient in it * Refrains from engaging in roles or tasks that require a proficiency level of a competency higher than he or she has, unless asked to do so or in a learning environment * Refers roles or tasks that require higher proficiency levels of a competency than the student possesses to others with appropriate proficiency levels |  |  |  |  |  |

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| **RECEIVING FEEDBACK** | ***Limited Proficiency (1)***  *Demonstrates minimally well* | ***Basic Proficiency (2)***  *Demonstrates moderately well* | ***Advanced Proficiency (3)***  *Demonstrates well* | ***Exceptional Proficiency (4)***  *Demonstrates exceptionally well* | **Overall Proficiency (1-4)** |
| **Seeking Feedback**  Student:   * Seeks feedback from others in an effort to develop own capacity and increase effectiveness with others |  |  |  |  |  |
| **Considering Feedback**  Student:   * Listens attentively to feedback when provided * Refrains from defending behavior or decisions when feedback is given * Uses feedback provided by others to change own behavior, if appropriate |  |  |  |  |  |

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| **SELF-DEVELOPMENT** | ***Limited Proficiency (1)***  *Demonstrates minimally well* | ***Basic Proficiency (2)***  *Demonstrates moderately well* | ***Advanced Proficiency (3)***  *Demonstrates well* | ***Exceptional Proficiency (4)***  *Demonstrates exceptionally well* | **Overall Proficiency (1-4)** |
| **Engaging in Self-Development Opportunities**  Student:   * Seeks out self-development opportunities for acquiring new knowledge and/or enhancing competency proficiency * Participates in self-development opportunities for acquiring new knowledge and/or enhancing competency proficiency |  |  |  |  |  |
| **Developing Self**  Student:   * Possesses new knowledge and/or an enhanced proficiency level of one or more competencies as a result of participating in a self-development activity |  |  |  |  |  |

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| **PRODUCTIVE RELATIONSHIPS** | ***Limited Proficiency (1)***  *Demonstrates minimally well* | ***Basic Proficiency (2)***  *Demonstrates moderately well* | ***Advanced Proficiency (3)***  *Demonstrates well* | ***Exceptional Proficiency (4)***  *Demonstrates exceptionally well* | **Overall Proficiency (1-4)** |
| **Cultivating Connections**  Student:   * Reaches out to others to form relationships * Offers time, support, and/or resources necessary to develop productive and meaningful relationships |  |  |  |  |  |
| **Fostering Mutually Beneficial Relationships**  Student:   * Participates in a mutual support system of meaningful exchange * Recognizes when a relationship is not mutually beneficial * Intervenes in a relationship that is not mutually beneficial to enhance or terminate the relationship |  |  |  |  |  |

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| **APPROPRIATE INTERACTION** | ***Limited Proficiency (1)***  *Demonstrates minimally well* | ***Basic Proficiency (2)***  *Demonstrates moderately well* | ***Advanced Proficiency (3)***  *Demonstrates well* | ***Exceptional Proficiency (4)***  *Demonstrates exceptionally well* | **Overall Proficiency (1-4)** |
| **Assessing Context**  Student:   * Assesses a situation to determine the context, issues of proximity, and personal preferences of those involved in an interaction to determine the most appropriate behavior to engage in |  |  |  |  |  |
| **Responding to Cues**  Student:   * Acts in accordance with the boundaries set by the context, proximity, or preference of others during an interaction * Picks up on cues to exit a conversation, change topic, or engage others in talking |  |  |  |  |  |
| **Demonstrating Professionalism**  Student:   * Engages in professional behavior including, but not limited to, dress and conversation topics appropriate to the context * Uses proper greetings and introductions * Uses appropriate humor |  |  |  |  |  |

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| **HELPING OTHERS** | ***Limited Proficiency (1)***  *Demonstrates minimally well* | ***Basic Proficiency (2)***  *Demonstrates moderately well* | ***Advanced Proficiency (3)***  *Demonstrates well* | ***Exceptional Proficiency (4)***  *Demonstrates exceptionally well* | **Overall Proficiency (1-4)** |
| **Offering Help**  Student:   * Identifies ways to best help others who appear to need assistance * Offers assistance to others to make a task or process less difficult or time consuming |  |  |  |  |  |
| **Engaging in Selflessness**  Student:   * Does not seek compensation or a favor in return as a condition of helping others * Offers help when there is nothing to personally gain from the situation |  |  |  |  |  |

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| **EMPATHY** | ***Limited Proficiency (1)***  *Demonstrates minimally well* | ***Basic Proficiency (2)***  *Demonstrates moderately well* | ***Advanced Proficiency (3)***  *Demonstrates well* | ***Exceptional Proficiency (4)***  *Demonstrates exceptionally well* | **Overall Proficiency (1-4)** |
| **Experiencing Others’ Thoughts and Feelings**  Student:   * Seeks to understand the feelings associated with another person’s situation |  |  |  |  |  |
| **Exhibiting Deep Understanding**  Student:   * Validates the feelings of another person based on a particular situation or circumstance * Provides support to another person, as appropriate, based on the situation or circumstance * Acts with kindness and compassion toward another person because of a particular situation or circumstance |  |  |  |  |  |

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| **MENTORING** | ***Limited Proficiency (1)***  *Demonstrates minimally well* | ***Basic Proficiency (2)***  *Demonstrates moderately well* | ***Advanced Proficiency (3)***  *Demonstrates well* | ***Exceptional Proficiency (4)***  *Demonstrates exceptionally well* | **Overall Proficiency (1-4)** |
| **Willing to Mentor**  Student:   * Is open to opportunities to share expertise with those who are less experienced or have less knowledge * Seeks out individuals with less experience to offer guidance |  |  |  |  |  |
| **Engaging in the Mentoring Process**  Student:   * Teaches useful information to a protégé * Coaches a protégé to work toward his or her goals and/or potential * Shares resources that would be helpful for a protégé * Challenges a protégé to enhance strengths and develop weaknesses |  |  |  |  |  |

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| **MOTIVATION** | ***Limited Proficiency (1)***  *Demonstrates minimally well* | ***Basic Proficiency (2)***  *Demonstrates moderately well* | ***Advanced Proficiency (3)***  *Demonstrates well* | ***Exceptional Proficiency (4)***  *Demonstrates exceptionally well* | **Overall Proficiency (1-4)** |
| **Identifying Motivation Strategies**  Student:   * Identifies a variety of motivation strategies |  |  |  |  |  |
| **Assessing the Context**  Student:   * Identifies others’ preferred motivation strategies * Identifies others’ non-preferred motivation strategies |  |  |  |  |  |
| **Applying Motivation Strategies**  Student:   * Applies motivation strategies effective in motivating the individual they are intended for * Avoids applying motivation strategies not effective with the individual they are intended for * Changes motivation strategies if a particular strategy is not effective with the individual it is intended for |  |  |  |  |  |

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| Evaluators: Each category below contains a description of evaluation criteria. After observing the student, please write comments in one or more of the boxes labeled limited proficiency, basic proficiency, advanced proficiency, and exceptional proficiency based on student performance of that category. Because categories contain multiple elements, different comments can be written in more than one box for the same category based on performance. In the box labeled “overall proficiency,” please enter a final score that takes into account the comments entered in the four other boxes. | | | | | |
| **OTHERS’ CONTRIBUTIONS** | ***Limited Proficiency (1)***  *Demonstrates minimally well* | ***Basic Proficiency (2)***  *Demonstrates moderately well* | ***Advanced Proficiency (3)***  *Demonstrates well* | ***Exceptional Proficiency (4)***  *Demonstrates exceptionally well* | **Overall Proficiency (1-4)** |
| **Knowing Others**  Student:   * Identifies the ideas, strengths, knowledge, and abilities that each person possesses * Clarifies with others to ensure an accurate understanding of their ideas, strengths, knowledge, and abilities |  |  |  |  |  |
| **Leveraging Others’ Talents**  Student:   * Considers the ideas, strengths, knowledge, and abilities of others when making decisions, engaging in a role, or working on a task * Utilizes the ideas, strengths, knowledge, and abilities of others when engaging in a role or task, as appropriate * Checks in with others to ensure they feel their ideas, strengths, knowledge, and abilities are being utilized to their fullest capacity * Makes any necessary adjustments to roles and tasks to maximize the use of others’ contributions |  |  |  |  |  |

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| Evaluators: Each category below contains a description of evaluation criteria. After observing the student, please write comments in one or more of the boxes labeled limited proficiency, basic proficiency, advanced proficiency, and exceptional proficiency based on student performance of that category. Because categories contain multiple elements, different comments can be written in more than one box for the same category based on performance. In the box labeled “overall proficiency,” please enter a final score that takes into account the comments entered in the four other boxes. | | | | | |
| **EMPOWERMENT** | ***Limited Proficiency (1)***  *Demonstrates minimally well* | ***Basic Proficiency (2)***  *Demonstrates moderately well* | ***Advanced Proficiency (3)***  *Demonstrates well* | ***Exceptional Proficiency (4)***  *Demonstrates exceptionally well* | **Overall Proficiency (1-4)** |
| **Assessing the Context**  Student:   * Assesses the situation to determine the appropriateness of empowering a particular person with a role or task * Assesses the competency level of the individual being empowered to ensure the readiness to take on a role or task |  |  |  |  |  |
| **Sharing Power**  Student:   * Provides information, resources, and decision-making power to others * Ensures that others have a true sense of ownership, accountability, and commitment regarding a task or process * Does not micromanage others whom he or she empowers |  |  |  |  |  |
| **Providing Support**  Student:   * Shares all of the appropriate information and resources one would need to be empowered to take on a role or task * Is available to answer questions * Checks in with others with whom he or she empowers to provide support |  |  |  |  |  |

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| **PROVIDING FEEDBACK** | ***Limited Proficiency (1)***  *Demonstrates minimally well* | ***Basic Proficiency (2)***  *Demonstrates moderately well* | ***Advanced Proficiency (3)***  *Demonstrates well* | ***Exceptional Proficiency (4)***  *Demonstrates exceptionally well* | **Overall Proficiency (1-4)** |
| **Developing Feedback**  Student:   * Assesses others’ decisions, effectiveness, productivity, or interactions with others to determine what feedback should be provided * Plans time to give feedback |  |  |  |  |  |
| **Delivering Feedback**  Student:   * Provides feedback to others in a compassionate, caring, and respectful manner * Provides feedback that is supported with clear behavioral examples * Provides feedback that is timely to the situation in which the feedback is warranted * Provides expectations or suggestions for others to address the feedback given |  |  |  |  |  |

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| Evaluators: Each category below contains a description of evaluation criteria. After observing the student, please write comments in one or more of the boxes labeled limited proficiency, basic proficiency, advanced proficiency, and exceptional proficiency based on student performance of that category. Because categories contain multiple elements, different comments can be written in more than one box for the same category based on performance. In the box labeled “overall proficiency,” please enter a final score that takes into account the comments entered in the four other boxes. | | | | | |
| **SUPERVISION** | ***Limited Proficiency (1)***  *Demonstrates minimally well* | ***Basic Proficiency (2)***  *Demonstrates moderately well* | ***Advanced Proficiency (3)***  *Demonstrates well* | ***Exceptional Proficiency (4)***  *Demonstrates exceptionally well* | **Overall Proficiency (1-4)** |
| **Providing Direction**  Student:   * Provides direction to those he or she oversees so they are clear about what they need to do, the process for doing it, and any expectations he or she has * Provides resources and training to those he or she supervises * Sets reasonable deadlines |  |  |  |  |  |
| **Providing Support**  Student:   * Checks in regularly to ensure those he or she oversees are clear about the direction of the role or task * Helps those he or she oversees in improving their work and/or fixing mistakes * Communicates any changes in direction or new information to those he or she oversees * Avoids micromanaging |  |  |  |  |  |

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| Evaluators: Each category below contains a description of evaluation criteria. After observing the student, please write comments in one or more of the boxes labeled limited proficiency, basic proficiency, advanced proficiency, and exceptional proficiency based on student performance of that category. Because categories contain multiple elements, different comments can be written in more than one box for the same category based on performance. In the box labeled “overall proficiency,” please enter a final score that takes into account the comments entered in the four other boxes. | | | | | |
| **COLLABORATION** | ***Limited Proficiency (1)***  *Demonstrates minimally well* | ***Basic Proficiency (2)***  *Demonstrates moderately well* | ***Advanced Proficiency (3)***  *Demonstrates well* | ***Exceptional Proficiency (4)***  *Demonstrates exceptionally well* | **Overall Proficiency (1-4)** |
| **Establishing a Common Objective**  Student:   * Clarifies, with others, the group’s objective * Contributes ideas and work that moves the group toward achieving the objective |  |  |  |  |  |
| **Managing Workload**  Student:   * Distributes work amongst group members in an equitable fashion * Matches particular group tasks to members who have the appropriate strengths to be most effective in completing those tasks * Takes on a fair share of tasks for group work * Follows through on any tasks taken on |  |  |  |  |  |
| **Working with Others**  Student:   * Leads the group when appropriate, but also steps back so others can take the lead * Gets along with group members |  |  |  |  |  |

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| Evaluators: Each category below contains a description of evaluation criteria. After observing the student, please write comments in one or more of the boxes labeled limited proficiency, basic proficiency, advanced proficiency, and exceptional proficiency based on student performance of that category. Because categories contain multiple elements, different comments can be written in more than one box for the same category based on performance. In the box labeled “overall proficiency,” please enter a final score that takes into account the comments entered in the four other boxes. | | | | | |
| **ORGANIZATIONAL BEHAVIOR** | ***Limited Proficiency (1)***  *Demonstrates minimally well* | ***Basic Proficiency (2)***  *Demonstrates moderately well* | ***Advanced Proficiency (3)***  *Demonstrates well* | ***Exceptional Proficiency (4)***  *Demonstrates exceptionally well* | **Overall Proficiency (1-4)** |
| **Understanding Behavioral Impact**  Student:   * Effectively identifies member behavior that can impact an organization and/or those in it * Articulates how member behavior affects the organization |  |  |  |  |  |
| **Identifying Organizational Culture**  Student:   * Describes the organization’s norms, practices, and rituals * Identifies organizational practices that promote and inhibit success |  |  |  |  |  |
| **Navigating the Organization**  Student:   * Adapts to organizational culture * Behaves in ways that are productive to the functioning of the organization * Mitigates personal behavior and/or the behavior of others that may not foster productive organizational functioning |  |  |  |  |  |

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| **POWER DYNAMICS** | ***Limited Proficiency (1)***  *Demonstrates minimally well* | ***Basic Proficiency (2)***  *Demonstrates moderately well* | ***Advanced Proficiency (3)***  *Demonstrates well* | ***Exceptional Proficiency (4)***  *Demonstrates exceptionally well* | **Overall Proficiency (1-4)** |
| **Identifying Power Dynamics**  Student:   * Identifies internal power dynamics or struggles to the group or organization * Identifies external power dynamics that may impact the group or organization |  |  |  |  |  |
| **Responding to Power Dynamics**  Student:   * Identifies strategies to effectively navigate the political landscape in a group or organization * Leverages power structures for the betterment of the group or organization * Addresses inappropriate uses of power by others * Refrains from using power inappropriately |  |  |  |  |  |

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| Evaluators: Each category below contains a description of evaluation criteria. After observing the student, please write comments in one or more of the boxes labeled limited proficiency, basic proficiency, advanced proficiency, and exceptional proficiency based on student performance of that category. Because categories contain multiple elements, different comments can be written in more than one box for the same category based on performance. In the box labeled “overall proficiency,” please enter a final score that takes into account the comments entered in the four other boxes. | | | | | |
| **GROUP DEVELOPMENT** | ***Limited Proficiency (1)***  *Demonstrates minimally well* | ***Basic Proficiency (2)***  *Demonstrates moderately well* | ***Advanced Proficiency (3)***  *Demonstrates well* | ***Exceptional Proficiency (4)***  *Demonstrates exceptionally well* | **Overall Proficiency (1-4)** |
| **Establishing a Shared Purpose**  Student:   * Assists the group in identifying a common goal * Ensures group members are aware of and support the group goal |  |  |  |  |  |
| **Fostering Commitment**  Student:   * Connects group members to roles and tasks that align with their strengths, interests, and passions * Follows up with group members who appear disengaged |  |  |  |  |  |
| **Building Trust**  Student:   * Helps the group set expectations or norms for group functioning * Facilitates building trust among group members * Immediately addresses issues of trust or mistrust among the group |  |  |  |  |  |
| **Maximizing Effectiveness**  Student:   * Helps the group monitor and assess progress towards established goal * Makes adjustments with the group to enhance effectiveness |  |  |  |  |  |

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| Evaluators: Each category below contains a description of evaluation criteria. After observing the student, please write comments in one or more of the boxes labeled limited proficiency, basic proficiency, advanced proficiency, and exceptional proficiency based on student performance of that category. Because categories contain multiple elements, different comments can be written in more than one box for the same category based on performance. In the box labeled “overall proficiency,” please enter a final score that takes into account the comments entered in the four other boxes. | | | | | |
| **CREATING CHANGE** | ***Limited Proficiency (1)***  *Demonstrates minimally well* | ***Basic Proficiency (2)***  *Demonstrates moderately well* | ***Advanced Proficiency (3)***  *Demonstrates well* | ***Exceptional Proficiency (4)***  *Demonstrates exceptionally well* | **Overall Proficiency (1-4)** |
| **Considering Context**  Student:   * Assesses the context of the situation * Researches best practices for change strategies used in similar contexts * Applies change strategies appropriate for the situation |  |  |  |  |  |
| **Ensuring Sustainable Change**  Student:   * Identifies how the organizational culture may impact the sustainability of a change * Develops strategies to mitigate challenges to sustainable change * Assesses the impact/success of the change once it is in place |  |  |  |  |  |
| **Supporting Others**  Student:   * Provides clear information about the change to those affected * Listens to ideas from others about the change, its impact, or its implementation, as appropriate * Provides adequate resources to those impacted by the change to cope/deal with the change |  |  |  |  |  |

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| **DIVERSITY** | ***Limited Proficiency (1)***  *Demonstrates minimally well* | ***Basic Proficiency (2)***  *Demonstrates moderately well* | ***Advanced Proficiency (3)***  *Demonstrates well* | ***Exceptional Proficiency (4)***  *Demonstrates exceptionally well* | **Overall Proficiency (1-4)** |
| **Seeking Exposure to Diversity**  Student:   * Interacts with people with different backgrounds, beliefs, and experiences * Engages in conversations with people who are different from him or her * Participates in events and experiences to enhance one’s perspectives on different cultural and identity groups * Seeks to learn about others’ experiences that may be different than one’s own |  |  |  |  |  |
| **Promoting Exposure to Diversity**  Student:   * Encourages others to engage in conversations with people who are different from them * Encourages others to participate in events and experiences to enhance their perspectives on different cultural and identity groups * Encourages others to learn about others’ experiences that may be different than their own |  |  |  |  |  |

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| Evaluators: Each category below contains a description of evaluation criteria. After observing the student, please write comments in one or more of the boxes labeled limited proficiency, basic proficiency, advanced proficiency, and exceptional proficiency based on student performance of that category. Because categories contain multiple elements, different comments can be written in more than one box for the same category based on performance. In the box labeled “overall proficiency,” please enter a final score that takes into account the comments entered in the four other boxes. | | | | | |
| **OTHERS’ CIRCUMSTANCES** | ***Limited Proficiency (1)***  *Demonstrates minimally well* | ***Basic Proficiency (2)***  *Demonstrates moderately well* | ***Advanced Proficiency (3)***  *Demonstrates well* | ***Exceptional Proficiency (4)***  *Demonstrates exceptionally well* | **Overall Proficiency (1-4)** |
| **Seeking Information**  Student:   * Asks appropriate questions of others to learn more about their circumstances * Listens to others when they share information, concerns, or needs related to their particular circumstances * Researches information on specific situations for a better understanding |  |  |  |  |  |
| **Considering Others’ Circumstances**  Student:   * Demonstrates a sense of care to others in regard to their circumstances * Recognizes that others may experience circumstances, situations, or conditions they face in a variety of ways * Takes into account the circumstances of others before making a decision, taking an action, or engaging in a particular behavior that may impact others * Follows up with others to uncover the impact decisions they made had on others’ circumstances |  |  |  |  |  |

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| **INCLUSION** | ***Limited Proficiency (1)***  *Demonstrates minimally well* | ***Basic Proficiency (2)***  *Demonstrates moderately well* | ***Advanced Proficiency (3)***  *Demonstrates well* | ***Exceptional Proficiency (4)***  *Demonstrates exceptionally well* | **Overall Proficiency (1-4)** |
| **Cultivating a Welcoming Environment**  Student:   * Assesses the environment where others will be present to ensure the space, setup, and decor are inclusive of people of all backgrounds, beliefs, and abilities * Makes changes to any environments that are non-inclusive * Is open to feedback and ideas from others to create a more inclusive environment * Uses inclusive language * Addresses non-inclusive language or behavior of others |  |  |  |  |  |
| **Including Others**  Student:   * Reaches out to individuals who may feel excluded, shy, or disengaged to invite them to participate in roles, experiences, and/or events * Ensures that activities planned or decisions made are inclusive of others’ needs * Refrains from engaging in exclusive in-group behavior that may leave others out * Asks others for their thoughts and opinions |  |  |  |  |  |

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| Evaluators: Each category below contains a description of evaluation criteria. After observing the student, please write comments in one or more of the boxes labeled limited proficiency, basic proficiency, advanced proficiency, and exceptional proficiency based on student performance of that category. Because categories contain multiple elements, different comments can be written in more than one box for the same category based on performance. In the box labeled “overall proficiency,” please enter a final score that takes into account the comments entered in the four other boxes. | | | | | |
| **SOCIAL JUSTICE** | ***Limited Proficiency (1)***  *Demonstrates minimally well* | ***Basic Proficiency (2)***  *Demonstrates moderately well* | ***Advanced Proficiency (3)***  *Demonstrates well* | ***Exceptional Proficiency (4)***  *Demonstrates exceptionally well* | **Overall Proficiency (1-4)** |
| **Working Toward Equity**  Student:   * Seeks knowledge on issues of equity, equality, privilege, and oppression * Does not purposefully take advantage of personal privilege * Contributes ideas and opinions that foster equity and equality * Engages in conversations with others to expand their social justice mindsets |  |  |  |  |  |
| **Confronting Inequity**  Student:   * Addresses individual behavior of others that contributes to inequity, inequality, and/or oppression * Addresses issues of institutionalized inequity, inequality, and /or oppression |  |  |  |  |  |

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| Evaluators: Each category below contains a description of evaluation criteria. After observing the student, please write comments in one or more of the boxes labeled limited proficiency, basic proficiency, advanced proficiency, and exceptional proficiency based on student performance of that category. Because categories contain multiple elements, different comments can be written in more than one box for the same category based on performance. In the box labeled “overall proficiency,” please enter a final score that takes into account the comments entered in the four other boxes. | | | | | |
| **SOCIAL RESPONSIBILITY** | ***Limited Proficiency (1)***  *Demonstrates minimally well* | ***Basic Proficiency (2)***  *Demonstrates moderately well* | ***Advanced Proficiency (3)***  *Demonstrates well* | ***Exceptional Proficiency (4)***  *Demonstrates exceptionally well* | **Overall Proficiency (1-4)** |
| **Benefitting Society**  Student:   * Engages in behaviors that positively contribute to the welfare of society |  |  |  |  |  |
| **Avoiding Behavior that Detracts from Society**  Student:   * Refrains from participating in actions or engaging in behavior that detracts from or harms the welfare of society |  |  |  |  |  |
| **Promoting Social Responsibility**  Student:   * Shares the importance of social responsibility with others * Encourages others to engage in socially responsible actions * Provides ideas to others to engage in socially responsible behavior |  |  |  |  |  |

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| **SERVICE** | ***Limited Proficiency (1)***  *Demonstrates minimally well* | ***Basic Proficiency (2)***  *Demonstrates moderately well* | ***Advanced Proficiency (3)***  *Demonstrates well* | ***Exceptional Proficiency (4)***  *Demonstrates exceptionally well* | **Overall Proficiency (1-4)** |
| **Understanding the Issue**  Student:   * Articulates the underlying cause(s) of a social issue * Articulates why that social issue may warrant service * Articulates various options to effectively address that social issue * Clarifies initiatives and agencies already engaged in addressing that issue |  |  |  |  |  |
| **Addressing Community Needs**  Student:   * Seeks information from community members about their needs * Learns strategies to address community needs from those who have worked with the issue * Designs initiatives to foster sustainable change |  |  |  |  |  |
| **Engaging with the Community**  Student:   * Participates in service activities that address the community’s needs * Demonstrates a mentality of service in which service isn’t for communities, but with communities * Serves with community members |  |  |  |  |  |

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| Evaluators: Each category below contains a description of evaluation criteria. After observing the student, please write comments in one or more of the boxes labeled limited proficiency, basic proficiency, advanced proficiency, and exceptional proficiency based on student performance of that category. Because categories contain multiple elements, different comments can be written in more than one box for the same category based on performance. In the box labeled “overall proficiency,” please enter a final score that takes into account the comments entered in the four other boxes. | | | | | |
| **VERBAL COMMUNICATION** | ***Limited Proficiency (1)***  *Demonstrates minimally well* | ***Basic Proficiency (2)***  *Demonstrates moderately well* | ***Advanced Proficiency (3)***  *Demonstrates well* | ***Exceptional Proficiency (4)***  *Demonstrates exceptionally well* | **Overall Proficiency (1-4)** |
| **Organizing Thoughts**  Student:   * Stays on topic * Avoids rambling * Does not repeat content * Covers all information * Ensures the content has a logical flow |  |  |  |  |  |
| **Communicating with Clarity**  Student:   * Clarifies or expands thoughts as needed * Adjusts style seamlessly based on audience cues * Listener appears to understand what is being communicated |  |  |  |  |  |
| **Delivering Information**  Student:   * Selects and uses words appropriately * Appears natural and confident * Avoids sounding rehearsed |  |  |  |  |  |
| **Articulating Effectively**  Student:   * Clearly articulates words with appropriate pitch and volume (if applicable) * Avoids fillers such as “um” and “ah” * Communicates at an appropriate pace (not too slow or too fast) |  |  |  |  |  |

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| **NONVERBAL COMMUNICATION** | ***Limited Proficiency (1)***  *Demonstrates minimally well* | ***Basic Proficiency (2)***  *Demonstrates moderately well* | ***Advanced Proficiency (3)***  *Demonstrates well* | ***Exceptional Proficiency (4)***  *Demonstrates exceptionally well* | **Overall Proficiency (1-4)** |
| **Using Body Language**  Student:   * Faces others when communicating * Mirrors the body posture of others during communication * Uses proper (not distracting) gestures * Accentuates communication with gestures * Leans in to express interest |  |  |  |  |  |
| **Considering Proximity**  Student:   * Maintains a comfortable proximity to others * Adjusts proximity based on the social cues of the situation |  |  |  |  |  |
| **Using Facial Expressions**  Student:   * Exhibits facial expressions consistent with the interaction/content * Reflects emotion through facial expression * Maintains appropriate eye contact (if applicable) * Displays appropriate facial expressions required for a professional environment |  |  |  |  |  |

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| **LISTENING** | ***Limited Proficiency (1)***  *Demonstrates minimally well* | ***Basic Proficiency (2)***  *Demonstrates moderately well* | ***Advanced Proficiency (3)***  *Demonstrates well* | ***Exceptional Proficiency (4)***  *Demonstrates exceptionally well* | **Overall Proficiency (1-4)** |
| **Receiving Information**  Student:   * Uses eye contact (if applicable) * Takes notes as needed * Nods and uses facial expressions to show attention * Doesn’t interrupt others * Pays full attention to speaker by avoiding distractions such as talking with others or using technology |  |  |  |  |  |
| **Understanding Information**  Student:   * Asks clarifying questions * Summarizes meaning back to the speaker * Reflects both content and emotion back to the speaker * Connects discussion to prior knowledge or other situations |  |  |  |  |  |

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| Evaluators: Each category below contains a description of evaluation criteria. After observing the student, please write comments in one or more of the boxes labeled limited proficiency, basic proficiency, advanced proficiency, and exceptional proficiency based on student performance of that category. Because categories contain multiple elements, different comments can be written in more than one box for the same category based on performance. In the box labeled “overall proficiency,” please enter a final score that takes into account the comments entered in the four other boxes. | | | | | |
| **WRITING** | ***Limited Proficiency (1)***  *Demonstrates minimally well* | ***Basic Proficiency (2)***  *Demonstrates moderately well* | ***Advanced Proficiency (3)***  *Demonstrates well* | ***Exceptional Proficiency (4)***  *Demonstrates exceptionally well* | **Overall Proficiency (1-4)** |
| **Organizing Thoughts**  Student:   * Stays on topic * Offers a clear thesis statement * Ensures the content has a logical, non-repetitive flow * Covers all information * Ensures arguments or claims are supported by appropriate content |  |  |  |  |  |
| **Conveying Intended Meaning**  Student:   * Uses words appropriate for the context * Selects words that reflect depth and complexity in thinking * Does not repeat words, yet selects synonymous words to convey meaning |  |  |  |  |  |
| **Delivering Information**  Student:   * Uses language that is easily understandable by readers * Provides clear arguments * Communicates concisely, yet thoroughly |  |  |  |  |  |
| **Writing Effectively**  Student:   * Uses proper spelling/grammar * Avoids run-on sentences |  |  |  |  |  |

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| Evaluators: Each category below contains a description of evaluation criteria. After observing the student, please write comments in one or more of the boxes labeled limited proficiency, basic proficiency, advanced proficiency, and exceptional proficiency based on student performance of that category. Because categories contain multiple elements, different comments can be written in more than one box for the same category based on performance. In the box labeled “overall proficiency,” please enter a final score that takes into account the comments entered in the four other boxes. | | | | | |
| **FACILITATION** | ***Limited Proficiency (1)***  *Demonstrates minimally well* | ***Basic Proficiency (2)***  *Demonstrates moderately well* | ***Advanced Proficiency (3)***  *Demonstrates well* | ***Exceptional Proficiency (4)***  *Demonstrates exceptionally well* | **Overall Proficiency (1-4)** |
| **Engaging Participants**  Student:   * Utilizes discussion strategies that keep everyone engaged * Mitigates over-participation by some and under-participation by others * Addresses distracting behaviors |  |  |  |  |  |
| **Directing Discussion**  Student:   * Ensures the group is clear about the discussion goals * Keeps the group on track * Asks prompt questions for deeper discussion * Clarifies confusing information for the group * Synthesizes information to offer a collective summary for the group |  |  |  |  |  |
| **Creating Open Space**  Student:   * Establishes a safe place with the group to share their opinions * Encourages respectful counterarguments * Does not personally call out anyone * Avoids giving personal opinions |  |  |  |  |  |

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| Evaluators: Each category below contains a description of evaluation criteria. After observing the student, please write comments in one or more of the boxes labeled limited proficiency, basic proficiency, advanced proficiency, and exceptional proficiency based on student performance of that category. Because categories contain multiple elements, different comments can be written in more than one box for the same category based on performance. In the box labeled “overall proficiency,” please enter a final score that takes into account the comments entered in the four other boxes. | | | | | |
| **CONFLICT NEGOTIATION** | ***Limited Proficiency (1)***  *Demonstrates minimally well* | ***Basic Proficiency (2)***  *Demonstrates moderately well* | ***Advanced Proficiency (3)***  *Demonstrates well* | ***Exceptional Proficiency (4)***  *Demonstrates exceptionally well* | **Overall Proficiency (1-4)** |
| **Clarifying Purpose**  Student:   * Identifies the issue * Clarifies the goal of the negotiation |  |  |  |  |  |
| **Engaging in Conflict Negotiation**  Student:   * Focuses solely on the issue * Balances the needs and interests of all involved * Considers and/or helps others consider the perspectives of all involved |  |  |  |  |  |
| **Managing Emotions**  Student:   * Keeps tension and emotion to a minimum * Ensures that the negotiation does not get personal * Uses “I” statements and asks others to do so |  |  |  |  |  |
| **Finding Resolution**  Student:   * Attempts to find common ground * Fosters give and take to aim for a resolution * Knows when to push for a resolution and when to cease the conversation * Follows up to ensure the resolution is working |  |  |  |  |  |

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| **ADVOCATING FOR A POINT OF VIEW** | ***Limited Proficiency (1)***  *Demonstrates minimally well* | ***Basic Proficiency (2)***  *Demonstrates moderately well* | ***Advanced Proficiency (3)***  *Demonstrates well* | ***Exceptional Proficiency (4)***  *Demonstrates exceptionally well* | **Overall Proficiency (1-4)** |
| **Articulating Significance**  Student:   * Explains the general significance of a particular issue * Describes the impact the issue has on self and/or others |  |  |  |  |  |
| **Communicating Meaning**  Student:   * Clearly articulates the rationale behind an opinion or idea * Demonstrates knowledge of the issue * Explains specifically the outcomes desired * Articulates the advantages and disadvantages of alternate points of view |  |  |  |  |  |
| **Demonstrating Emotion**  Student:   * Appears passionate about the issue * Appears confident in sharing opinion or idea * Refrains from targeting, blaming, or verbally attacking others |  |  |  |  |  |

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| **MISSION** | ***Limited Proficiency (1)***  *Demonstrates minimally well* | ***Basic Proficiency (2)***  *Demonstrates moderately well* | ***Advanced Proficiency (3)***  *Demonstrates well* | ***Exceptional Proficiency (4)***  *Demonstrates exceptionally well* | **Overall Proficiency (1-4)** |
| **Preparing for Mission Statement Development**  Student:   * Identifies core values * Creates a process to develop a mission statement |  |  |  |  |  |
| **Developing a Mission Statement**  Student:   * Generates ideas and language to include in a mission statement * Creates a mission statement that reflects the values of the individual or organization * Seeks feedback from others to refine the mission statement |  |  |  |  |  |
| **Using a Mission Statement**  Student:   * Shares the mission statement with stakeholders * Makes decisions and takes action aligned with the mission statement * Reflects on the mission statement when behavior does not align with mission * Reviews the mission statement on a regular basis for update |  |  |  |  |  |

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| **VISION** | ***Limited Proficiency (1)***  *Demonstrates minimally well* | ***Basic Proficiency (2)***  *Demonstrates moderately well* | ***Advanced Proficiency (3)***  *Demonstrates well* | ***Exceptional Proficiency (4)***  *Demonstrates exceptionally well* | **Overall Proficiency (1-4)** |
| **Preparing for Vision Statement Development**  Student:   * Conceptualizes an ideal future that inspires and guides direction * Creates a process to develop a vision statement |  |  |  |  |  |
| **Developing a Vision Statement**  Student:   * Generates ideas and language to include in a vision statement * Creates a vision statement aimed to inspire oneself or others * Seeks feedback from others to refine the vision statement |  |  |  |  |  |
| **Using a Vision Statement**  Student:   * Uses the vision to develop goals, plans and strategies * Shares the vision statement with stakeholders * Makes decisions and takes action aligned with the vision statement * Reflects on the vision statement when actions do not align with the vision * Reviews the vision on a regular basis for update |  |  |  |  |  |

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| **GOALS** | ***Limited Proficiency (1)***  *Demonstrates minimally well* | ***Basic Proficiency (2)***  *Demonstrates moderately well* | ***Advanced Proficiency (3)***  *Demonstrates well* | ***Exceptional Proficiency (4)***  *Demonstrates exceptionally well* | **Overall Proficiency (1-4)** |
| **Preparing for Goal Development**  Student:   * Conceptualizes possible goals * Creates a process to develop goals |  |  |  |  |  |
| **Developing Goals**  Student:   * Generates goals that are attainable * Generates goals that are measurable * Creates a manageable number of goals with specified time frames for completion * Seeks feedback from others to refine goals |  |  |  |  |  |
| **Using Goals**  Student:   * Uses goals to develop plans and metrics * Shares goals with stakeholders * Makes decisions and takes action to accomplish goals * Reflects on goals when they are not achieved * Reviews goals on a regular basis for update |  |  |  |  |  |

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| **PLAN** | ***Limited Proficiency (1)***  *Demonstrates minimally well* | ***Basic Proficiency (2)***  *Demonstrates moderately well* | ***Advanced Proficiency (3)***  *Demonstrates well* | ***Exceptional Proficiency (4)***  *Demonstrates exceptionally well* | **Overall Proficiency (1-4)** |
| **Preparing for Plan Development**  Student:   * Identifies the components necessary to include in a plan such as action items, timelines, and resources needed * Creates a process to develop a plan |  |  |  |  |  |
| **Developing a Plan**  Student:   * Creates a plan that includes all identified components * Seeks feedback from others to refine the plan |  |  |  |  |  |
| **Using a Plan**  Student:   * Shares the plan with stakeholders * Makes decisions and takes action aligned with the plan * Reflects on the plan when behavior does not align with the plan * Reviews the plan on a regular basis for update |  |  |  |  |  |

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| **ORGANIZATION** | ***Limited Proficiency (1)***  *Demonstrates minimally well* | ***Basic Proficiency (2)***  *Demonstrates moderately well* | ***Advanced Proficiency (3)***  *Demonstrates well* | ***Exceptional Proficiency (4)***  *Demonstrates exceptionally well* | **Overall Proficiency (1-4)** |
| **Conceptualizing an Organization System**  Student:   * Conceptualizes strategies to help one get and stay organized * Identifies information, resources, and materials needing to be organized |  |  |  |  |  |
| **Developing an Organization System**  Student:   * Creates systems to manage, monitor, and utilize information, resources, and materials |  |  |  |  |  |
| **Using an Organization System**  Student:   * Effectively uses the established organization system * Reviews the organization system on a regular basis for update * Adopts new systems to get and stay organized based on the effectiveness of the existing organization system |  |  |  |  |  |

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| **INITIATIVE** | ***Limited Proficiency (1)***  *Demonstrates minimally well* | ***Basic Proficiency (2)***  *Demonstrates moderately well* | ***Advanced Proficiency (3)***  *Demonstrates well* | ***Exceptional Proficiency (4)***  *Demonstrates exceptionally well* | **Overall Proficiency (1-4)** |
| **Assessing the Situation**  Student:   * Identifies situations that need someone to take initiative * Identifies situations that do not need someone to take initiative |  |  |  |  |  |
| **Understanding Expertise Needed**  Student:   * Identifies his or her own expertise and situations in which he or she can take initiative * Identifies situations in which he or she, because of a lack of expertise, should not take initiative |  |  |  |  |  |
| **Taking Initiative**  Student:   * Takes initiative in situations appropriate to do so |  |  |  |  |  |

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| **FUNCTIONING INDEPENDENTLY** | ***Limited Proficiency (1)***  *Demonstrates minimally well* | ***Basic Proficiency (2)***  *Demonstrates moderately well* | ***Advanced Proficiency (3)***  *Demonstrates well* | ***Exceptional Proficiency (4)***  *Demonstrates exceptionally well* | **Overall Proficiency (1-4)** |
| **Initiating Tasks**  Student:   * Sees a task that needs to get done and engages in completing that task * Takes action without being prompted by others |  |  |  |  |  |
| **Thinking Independently**  Student   * Uses resources to independently to find answers * Seeks guidance/clarification after attempting to find answers on own |  |  |  |  |  |
| **Completing Tasks**  Student:   * Finishes tasks in a timely manner without needing follow up from others * Concludes a task fully by deadlines |  |  |  |  |  |

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| **FOLLOW-THROUGH** | ***Limited Proficiency (1)***  *Demonstrates minimally well* | ***Basic Proficiency (2)***  *Demonstrates moderately well* | ***Advanced Proficiency (3)***  *Demonstrates well* | ***Exceptional Proficiency (4)***  *Demonstrates exceptionally well* | **Overall Proficiency (1-4)** |
| **Meeting Expectations**  Student:   * Overcomes obstacles to complete tasks * Completes tasks by deadlines * Talks to supervisor, advisor, or others in the case that he or she cannot complete an assigned task effectively and on time |  |  |  |  |  |
| **Fulfilling Roles**  Student:   * Takes on roles that he or she can handle * Attends meetings and fulfills requirements for success in the role * Talks to supervisor, advisor, or others if role fulfillment cannot be completed |  |  |  |  |  |

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| **RESPONSIBILITY FOR PERSONAL BEHAVIOR** | ***Limited Proficiency (1)***  *Demonstrates minimally well* | ***Basic Proficiency (2)***  *Demonstrates moderately well* | ***Advanced Proficiency (3)***  *Demonstrates well* | ***Exceptional Proficiency (4)***  *Demonstrates exceptionally well* | **Overall Proficiency (1-4)** |
| **Acknowledging Behavior**  Student:   * Acknowledges to self and others about making a particular decision |  |  |  |  |  |
| **Accepting Responsibility**  Student:   * Avoids blaming others for his or her action or decision. * Accepts consequence for action or decision with integrity * Engages in actions that fulfill the requirements of the consequence |  |  |  |  |  |
| **Rectifying Situations**  Student:   * Recognizes who/what has been harmed and how to address it * Takes corrective action (e.g., sincerely apologizing, making reparations, etc.) |  |  |  |  |  |
| **Articulating Learning**  Student:   * Describes behavior that will lead to better outcomes in the future |  |  |  |  |  |

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| **ETHICS** | ***Limited Proficiency (1)***  *Demonstrates minimally well* | ***Basic Proficiency (2)***  *Demonstrates moderately well* | ***Advanced Proficiency (3)***  *Demonstrates well* | ***Exceptional Proficiency (4)***  *Demonstrates exceptionally well* | **Overall Proficiency (1-4)** |
| **Identifying Ethical Behavior**  Student:   * Articulates his or her own ethical framework * Clarifies how he or she determines what is ethical * Articulates the ethical standards of the communities in which he or she belongs * Identifies any disconnect between personal ethics and those of the communities he or she belongs to |  |  |  |  |  |
| **Upholding Ethical Standards**  Student:   * Engages in behavior that aligns with his or her personal ethical framework * Engages in behavior that aligns with ethical expectations of communities he or she belongs to * Challenges others who may be behaving in a socially unethical manner |  |  |  |  |  |

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| **RESPONDING TO AMBIGUITY** | ***Limited Proficiency (1)***  *Demonstrates minimally well* | ***Basic Proficiency (2)***  *Demonstrates moderately well* | ***Advanced Proficiency (3)***  *Demonstrates well* | ***Exceptional Proficiency (4)***  *Demonstrates exceptionally well* | **Overall Proficiency (1-4)** |
| **Clarifying Information**  Student:   * Seeks additional information that may be useful in decision-making * Follows up with potential information sources for any updates |  |  |  |  |  |
| **Moving Forward**  Student:   * Avoids stalling on decisions to wait for information that may not emerge * Makes reasonable decisions based on incomplete information * Adapts actions and decisions based on new information |  |  |  |  |  |

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| **RESPONDING TO CHANGE** | ***Limited Proficiency (1)***  *Demonstrates minimally well* | ***Basic Proficiency (2)***  *Demonstrates moderately well* | ***Advanced Proficiency (3)***  *Demonstrates well* | ***Exceptional Proficiency (4)***  *Demonstrates exceptionally well* | **Overall Proficiency (1-4)** |
| **Designing Alternative Plans**  Student:   * Identifies possible changes that could impact a situation * Designs backup plans for each situation |  |  |  |  |  |
| **Adapting Plans**  Student:   * Changes course as a situation warrants * Executes a backup plan |  |  |  |  |  |
| **Dealing with Change**  Student:   * Identifies the benefits of the change * Articulates opportunities the change has provided to him or her |  |  |  |  |  |
| **Influencing Implementation**  Student:   * Seeks guidance from the change makers as to what elements of the change implementation he or she can influence * Designs new processes, procedures, or materials, if appropriate, to help ensure the smooth implementation of the change |  |  |  |  |  |

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| **RESILIENCY** | ***Limited Proficiency (1)***  *Demonstrates minimally well* | ***Basic Proficiency (2)***  *Demonstrates moderately well* | ***Advanced Proficiency (3)***  *Demonstrates well* | ***Exceptional Proficiency (4)***  *Demonstrates exceptionally well* | **Overall Proficiency (1-4)** |
| **Recovering After a Setback**  Student:   * Identifies the steps and/or resources to help recover after a setback * Recognizes that learning takes place during challenges (it’s okay to “fail”) * Recognizes that every project or initiative cannot be successful |  |  |  |  |  |
| **Bouncing Back**  Student:   * Integrates lessons learned and tries again, if appropriate * Finds a new passion or project to focus on |  |  |  |  |  |

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| **POSITIVE ATTITUDE** | ***Limited Proficiency (1)***  *Demonstrates minimally well* | ***Basic Proficiency (2)***  *Demonstrates moderately well* | ***Advanced Proficiency (3)***  *Demonstrates well* | ***Exceptional Proficiency (4)***  *Demonstrates exceptionally well* | **Overall Proficiency (1-4)** |
| **Influencing Others Through Attitude**  Student:   * Identifies ways in which attitude can influence others both positively and negatively * Articulates how his or her attitude might impact others * Articulates who might be influenced by his or her attitude |  |  |  |  |  |
| **Exhibiting a Positive Attitude**  Student:   * Speaks positively about others * Articulates the benefits of situations, experiences, and changes * Fosters a sense of hope with others |  |  |  |  |  |

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| **CONFIDENCE** | ***Limited Proficiency (1)***  *Demonstrates minimally well* | ***Basic Proficiency (2)***  *Demonstrates moderately well* | ***Advanced Proficiency (3)***  *Demonstrates well* | ***Exceptional Proficiency (4)***  *Demonstrates exceptionally well* | **Overall Proficiency (1-4)** |
| **Assessing Confidence**  Student:   * Identifies areas in which he or she is confident and not confident |  |  |  |  |  |
| **Developing Confidence**  Student:   * Participates in activities in which he or she lacks confidence as a way to build confidence * Participates in confidence-building workshops or training * Gives him or herself pep talks to prepare for an activity or experience he or she is unconfident about |  |  |  |  |  |
| **Exhibiting Confidence**  Student:   * Uses speech and body language to emphasize confidence * Is knowledgeable about information regarding a situation so as to provide a confident account |  |  |  |  |  |

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| **EXCELLENCE** | ***Limited Proficiency (1)***  *Demonstrates minimally well* | ***Basic Proficiency (2)***  *Demonstrates moderately well* | ***Advanced Proficiency (3)***  *Demonstrates well* | ***Exceptional Proficiency (4)***  *Demonstrates exceptionally well* | **Overall Proficiency (1-4)** |
| **Identifying Excellence**  Student:   * Articulates what his or her best effort looks like |  |  |  |  |  |
| **Giving One’s Best Effort**  Student:   * Performs to a high standard * Engages in behavior that matches what he or she believes his or her best effort looks like * Avoids cutting corners or aiming for minimum expectations * Reflects on how to continue to improve next time |  |  |  |  |  |