



**ROLLINS COLLEGE  
VPSA  
COMPETENCY RUBRICS**



# CAREER PREPARATION COMPETENCY RUBRIC

**Definition:** Career preparation is students’ ability to reflect on, evaluate, and articulate their curricular and co-curricular experiences as they plan for “meaningful lives and productive careers”.

Student will be able to...	Mastering 4	Advancing 3	Developing 2	Beginning 1
<b>Set Educational and Professional Goals</b>	Sets realistic and attainable short-term and long-term educational and professional goals, and is taking steps towards achieving the goals based on a plan that integrates curricular and co-curricular experiences. Recalibrates goal plan as needed, and identifies and works to overcome obstacles that hamper goal achievement.	Sets short-term and long- term educational and professional goals, and has created a plan for an integrated approach towards achieving goals. Identifies potential obstacles, but may not fully have a plan to tackle them.	Begins to develop short-term and long-term educational and professional goals. Begins to create a goal plan that focuses on an integrated approach between curricular and co-curricular experiences, but ideas are still disconnected. Has not yet identified obstacles or potential ways to overcome them.	Is able to set short-term or long- term educational and professional goals. Does not make the connection between curricular/co-curricular experiences and the pathway to future goals.
<b>Evaluate Professional Strengths and Challenge Areas</b>	Clearly articulates areas of strength and challenge areas based on feedback and personal reflection of past curricular and co-curricular experiences. Has concrete examples to demonstrate strengths, and has identified and taken steps to improve areas in need of growth.	Identifies areas of strength and challenge areas based on reflection of past curricular and co-curricular experiences. Can provide vague examples of strengths and/or challenge area. Can identify possible steps to improve areas in need of growth.	Begins to identify areas of strength and challenge areas, but does not have examples from past curricular and co-curricular experiences to demonstrate them.	Cannot explain personal and professional strengths or challenge areas, and does not reflect on past curricular and co-curricular experiences in order to evaluate performance or growth.
<b>Articulate Transferable Skill Attainment</b>	Articulates transferable skills gained or improved upon from curricular and co-curricular experiences. Provides specific examples of the use of skills within curricular and co-curricular experiences.	Is able to identify transferable skills gained or improved upon from curricular and co-curricular experiences when provided a list, and identifies some additional skills that aren’t on the list. Can only provide vague examples of the use of skills within the co-curricular experiences.	Able to identify transferable skills gained or improved upon from curricular and co-curricular experiences when provided a list. Is not yet able to identify additional skills that aren’t specified or provided..	Is unable to identify transferable skills gained from curricular and co-curricular experiences.



# COMMUNITY ENGAGEMENT COMPETENCY RUBRIC

**Definition:** Civic (or community) engagement is working to impact change in “our communities and developing the combination of knowledge, skills, values, and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes.” (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi)

Student will be able to...	<b>Mastering</b> 4	<b>Advancing</b> 3	<b>Developing</b> 2	<b>Beginning</b> 1
<b>Value Diversity of Communities and Cultures</b>	Demonstrates evidence of adjustment in own attitudes and beliefs as a result of working within and learning from diverse communities and cultures. Promotes others' engagement with differing perspectives.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diverse communities and cultures.	Demonstrates awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from those with differing perspectives.	Expresses attitudes and beliefs from a one-sided, personal view. Is indifferent or resistant to what can be learned from those with differing perspectives.
<b>Make Connections Between New Knowledge and Community Experiences</b>	Connects and extends knowledge from co-curricular and curricular experiences to community engagement and to their participation in the community.	Analyzes knowledge (facts, theories, etc.) from co-curricular and curricular experiences making relevant connections to community engagement and to their participation in the community.	Begins to connect knowledge (facts, theories, etc.) from co-curricular and curricular experiences to community engagement and to their participation in the community.	Begins to identify knowledge (facts, theories, etc.) that is relevant to community engagement and to their participation in the community.
<b>Understand Civic Identity and Commitment</b>	Provides evidence of experience in community engagement activities and describes what they've learned about themselves in relation to a reinforced and clarified sense of civic identity and continued commitment to public action (i.e. active citizen).	Provides evidence of experience in community engagement activities and describes what they've learned about themselves in relation to a growing sense of civic identity and commitment (i.e. conscientious & committed citizen).	Provides evidence that involvement in community engagement activities is generated from a well-intentioned place, but not a well-informed place. Does not connect experiences to a sense of civic identity (i.e. volunteer type status).	Provides little evidence of experience in community engagement activities and does not connect experiences to civic identity (i.e. a membership status – not concerned with own role in community, social issues).
<b>Complete Community Action and Reflection</b>	Demonstrates independent experience with, and shows initiative in leading group process for complex or multiple community engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions. Demonstrates ability and commitment to collaboratively work across and within community contexts and structures to impact change.	Demonstrates independent experience with, and participates actively in the group process for community engagement activities with reflective insights or analysis about the aims and accomplishments of one's actions. Demonstrates ability and commitment to work actively within community contexts and structures to impact change.	Participates in some community focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities. Demonstrates experience identifying intentional ways to participate in community contexts and structures.	Experiments with some community activities but shows little internalized understanding of their aims or effects and little commitment to future action. Experiments with community contexts and structures (i.e. tries out a few to see what fits).



# COMMUNICATION COMPETENCY RUBRIC

**Definition:** Communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors. "Presentation" is used as an overarching term for all forms of presenting oneself. This can include email, verbal communication, formal presentations, etc.

Student will be able to...	Mastering 4	Advancing 3	Developing 2	Beginning 1
<b>Select Information</b>	Organizational pattern (opening/greeting, introduction of topic, description of topic, conclusion of topic) is clearly and consistently observable and makes the content of the presentation or document cohesive.	Organizational pattern (opening/greeting, introduction of topic, description of topic, conclusion of topic) is clearly and often observable within the presentation or document.	Organizational pattern (opening/greeting, introduction of topic, description of topic, conclusion of topic) is intermittently observable within the presentation or document.	Organizational pattern (opening/greeting, introduction of topic, description of topic, conclusion of topic) is not observable within communication.
<b>Select Language</b>	Selects language that is imaginative, memorable, and compelling, and enhances the effectiveness of the presentation or document. Language is appropriate to audience.	Selects language that is thoughtful and generally supports the effectiveness of the presentation or document. Language is appropriate to audience.	Selects language that is mundane and commonplace and partially supports the effectiveness of the presentation or document. Language is appropriate to audience.	Selects language that is unclear and minimally supports the effectiveness of the presentation or document. Language is not appropriate to audience.
<b>Deliver a Message</b>	Delivery techniques (posture, tone, volume, brevity, gestures, eye contact, vocal expressiveness) or written style (engaging, focused, expressive) make the presentation/document compelling, polished, and confident.	Delivery techniques (posture, tone, volume, brevity, gestures, eye contact, and vocal expressiveness) or written style (engaging, focused, and expressive) make the presentation/document interesting, but not entirely confident or polished.	Delivery techniques (posture, tone, volume, brevity, gestures, eye contact, vocal expressiveness) or written style (engaging, focused, expressive) make the presentation/document understandable but somewhat tentative.	Delivery techniques (posture, tone, volume, brevity, gestures, eye contact, vocal expressiveness) or written style (engaging, focused, expressive) detract from the understandability of the presentation/document and show the discomfort of the speaker/writer.



# CRITICAL THINKING COMPETENCY RUBRIC

**Definition:** Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Student will be able to...	Mastering 4	Advancing 3	Developing 2	Beginning 1
<b>Explain Issues</b>	States and describes the issue/problem to be considered critically clearly and comprehensively, delivering all relevant information necessary for full understanding.	States, describes and clarifies the issue/problem to be considered critically.	States the issue/problem to be considered critically but the description leaves some terms undefined, ambiguities unexplored, and boundaries undetermined, and/or backgrounds unknown.	States the issue/problem to be considered critically without clarification or description.
<b>Provide Evidence to Investigate a Point of View or Conclusion</b>	Takes information from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Takes information from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to some questioning. Demonstrates understanding that perception can impact expert opinions.	Takes information from source(s) with some interpretation/evaluation, but Not enough to develop a coherent analysis or synthesis. Viewpoints of perceived experts are taken as mostly fact, with little questioning.	Takes information from source(s) without any interpretation/evaluation. Viewpoints of perceived experts are taken as fact, without question.
<b>Form a Position (perspective, thesis/hypothesis)</b>	Articulates a sSpecific position that is imaginative, and takes into account the complexities of the issue. Limitations of position are acknowledged, including context and assumptions. Others' points of view are synthesized within the position.	Articulates a specific position that takes into account the complexities of the issue, including context and assumptions. Others' points of view are acknowledged within the position.	Articulates a specific position that acknowledges different sides of the issue. May be more aware of others' assumptions than one's own (or vice versa).	States a specific position that is simplistic and obvious.
<b>Draw Conclusions and Evaluate Related Outcomes (implications and consequences)</b>	Forms a conclusions and related outcomes (consequences and implications) that are logical and reflect an informed evaluation and ability to place evidence and perspectives discussed in priority order.	Forms a conclusion that is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Forms a conclusion that is logically tied to information chosen to fit the desired conclusion; some related outcomes (consequences and implications) are identified clearly.	Forms a conclusion that is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.



# ETHICAL REASONING COMPETENCY RUBRIC

**Definition:** Ethical Reasoning requires students to be able to assess their own values and the social context of problems, recognize moral issues in a variety of settings, think about how different perspectives might be applied to dilemmas, and consider the ramifications of alternative actions. Students’ ethical self-identity evolves as they practice decision-making skills and learn how to describe and analyze positions on ethical issues.

Student will be able to...	Mastering 4	Advancing 3	Developing 2	Beginning 1
<b>Articulate Ethical Values</b>	Discusses in detail and analyzes both ethical beliefs and the origins of core beliefs, and discussion has greater depth and clarity. Engages in discussions with greater depth and clarity while respecting other viewpoints.	Discusses in detail and analyzes both ethical beliefs and the origins of core beliefs.	Articulates both ethical beliefs and the origins of core beliefs.	Student is unable to articulate either ethical beliefs or core beliefs or does so with little substance.
<b>Evaluate Different Ethical Perspectives/ Concepts</b>	States a position, and can state and defend against the objections to, assumptions, and implications of different ethical perspectives/concepts, and the student's defense is adequate and effective.	States a position, and can state and respond to the objections to, assumptions and implications of different ethical perspectives/concepts, but the student's response is inadequate.	States a position, and can state the objections to, assumptions and implications of different ethical perspectives/concepts but does not respond to them (and ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student's position.)	States a position, but cannot state the objections to assumptions and limitations of the different perspectives/concepts.
<b>Discuss Ethical Issues</b>	Recognizes ethical issues when presented in a complex context and engages in and leads conversations about the complexities of the issues.	Recognizes ethical issues when presented in a complex context and engages in conversations about the complexities of the issues.	Recognizes basic and obvious ethical issues. Discusses with a limited perspective the complexities of the issues.	Does not participate in discussions about the complexities of ethical issues.



# HEALTHY BEHAVIORS COMPETENCY RUBRIC

**Definition:** Healthy Behaviors are the integration of social, mental, emotional, spiritual, and physical aspects of health. Healthy Behaviors allow one to adapt to, respond to, or manage life's challenges and changes. Students who engage in Healthy Behaviors will be empowered to reach their fullest potential.

Student will be able to...	<b>Mastering</b> 4	<b>Advancing</b> 3	<b>Developing</b> 2	<b>Beginning</b> 1
<b>Understand Personal Wellness</b>	Interprets wellness information in terms of one's own personal wellness and identifies the modification(s) needed to pursue personal wellness goals. Describes making modification(s) for personal wellness and articulates a strategy for achieving personal wellness goal(s).	Demonstrates an understanding of wellness information and how to interpret the information in terms of one's own personal wellness. Can articulate modification(s) that are needed to pursue personal wellness goal(s).	Begins to demonstrate an understanding of wellness information and how to interpret the information in terms of one's own personal wellness.	Does not demonstrate an understanding of the components of personal wellness.
<b>Make Healthy Decisions</b>	Makes social, personal, and interpersonal decision(s) that are balanced, logical, and demonstrate critical thought and reflection. Employs a complex decision-making strategy that considers multiple options and fully acknowledges how choices affect themselves and others.	Makes social, personal, and interpersonal decision(s) that are balanced, logical, and demonstrate critical thought and reflection. Considers options and begins to acknowledge how choices affect themselves and others.	Makes social, personal, and interpersonal decisions that are not entirely reactionary. Decisions are given some critical thought or reflection. Gives little or no consideration for consequence(s).	Makes social, personal, and interpersonal decisions that are reactive to situations and are decided upon without critical thought and reflection.
<b>Act as a Responsible Bystander</b>	Regularly exhibits behaviors that demonstrate a clear sense of personal role in fostering and sustaining a healthy community that includes supporting the wellbeing of others. Consistently identifies harmful situations involving self and/or peers and responsibly intervenes. Develops a strategy to uphold community values.	Often exhibits behaviors that demonstrate a clear awareness of personal role in fostering and sustaining a healthy community that includes supporting the wellbeing of others. Often identifies harmful situations involving self and/or peers and sometimes responsibly intervenes.	Sometimes exhibits behaviors that demonstrate an awareness of personal role in fostering and sustaining a healthy community that includes supporting the wellbeing of others. Occasionally identifies harmful situations involving self and/or peers.	Exhibits behaviors that demonstrate little to no awareness of personal role in fostering and sustaining a healthy community that includes supporting the wellbeing of others. Does not identify harmful situations involving self and/or peers.



# INTERCULTURAL KNOWLEDGE COMPETENCY RUBRIC

**Definition:** Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)

Student will be able to...	<b>Mastering</b> 4	<b>Advancing</b> 3	<b>Developing</b> 2	<b>Beginning</b> 1
<b>Develop Awareness of Own and Other Cultures</b>	Asks complex questions about own and other cultures, and seeks out and articulates answers to these questions that reflect insights into the construction of varied cultural norms and biases (e.g. aware of how experiences shape these rules, and how to recognize and respond to cultural biases).	Asks deeper questions about own and other cultures, and seeks out answers to these questions that include varied perspectives about cultural norms and biases (e.g. not looking for sameness).	Asks simple or surface questions about own and other cultures and identifies only own cultural norms and biases (e.g. with a strong preference for norms of own cultural group).	States minimal interest in learning more about own and other cultures and exhibits minimal awareness of cultural norms and biases (uncomfortable with identifying possible cultural differences).
<b>Gain Knowledge About Culture(s)</b>	Demonstrates sophisticated understanding of the complexity of elements important to members of a culture in relation to its history, values, politics, communication styles, economy, or beliefs, and practices.	Demonstrates adequate understanding of the complexity of elements important to members of a culture in relation to its history, values, politics, communication styles, economy, or beliefs, and practices.	Demonstrates partial understanding of the complexity of elements important to members of a culture in relation to its history, values, politics, communication styles, economy, or beliefs, and practices.	Demonstrates surface or limited understanding of the complexity of elements important to members of a culture in relation to its history, values, politics, communication styles, economy, or beliefs, and practices.
<b>Engage and Empathize with Multiple Worldviews</b>	Interprets experiences from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions with others.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
<b>Act with Open-mindedness Towards Other Cultures</b>	Initiates and develops interactions with individuals from different cultures. Suspends judgment during personal interactions with culturally different others and sees value in the suspension of judgment	Begins to initiate and develop interactions with individuals from different cultures. Begins to suspend judgment during personal interactions with culturally different others and may see some value in the suspension of judgment.	Expresses openness to most, if not all, interactions with individuals from different cultures. Has difficulty suspending any judgment in personal interactions with culturally different others, is aware of own judgment, and expresses a willingness to change.	Is not open to interacting with individuals from different cultures. Has difficulty suspending any judgment in personal interactions with culturally different others, and may be unaware of own judgment.





# PERSONAL DEVELOPMENT COMPETENCY RUBRIC

**Definition:** Personal development is the conscious pursuit of personal growth by expanding self-awareness and emotional maturity. In relation to self, students will be able to appreciate and empathize with the needs, values, and perspectives of others.

Student will be able to...	Mastering 4	Advancing 3	Developing 2	Beginning 1
<b>Build Self-Awareness</b>	Demonstrates complex understanding of self and intersections of personal identity. Demonstrates confidence in the ability to draw connections between identity, talents, and strengths.	Demonstrates an understanding of self and intersections of personal identity. Demonstrates knowledge of connections between identity, talents, and strengths.	Begins to describe personal identity and its aspects, as well as intersections of personal identity.	Expresses an understanding of self with limited knowledge of personal identity and its aspects.
<b>Empathize with Others</b>	Describes the complexity and validity of the needs, values, and perspectives of others in relation to self. Respects the opinions of others, even when they differ. Demonstrates deeper appreciation and empathy for others and the larger community.	Describes validity of others' needs, values, and perspectives with some relation to self. Expresses some appreciation and empathy for others in relation to self and the larger community.	Show some understanding of validity of others' needs, values and perspectives. Shows little to no appreciation or empathy for others in relation to self or the larger community.	Shows little to no understanding of other's needs, values, or perspectives in relation to self or the larger community.
<b>Demonstrate Emotional Maturity</b>	Displays confidence while moving towards personal, academic, and life goals. Demonstrates the ability to understand and react to failure in a positive way and independently create a plan of action.	Displays the ability to independently move towards personal, academic, and life goals. Demonstrates the ability to understand and respond to failure in a positive way.	Displays the ability to move towards personal, academic, and life goals with assistance. Demonstrates the ability to ask for help in response to failure.	Does not display the ability to move towards personal, academic, and life goals. Demonstrates little to no coping mechanisms in response to failure.



# PROBLEM SOLVING COMPETENCY RUBRIC

**Definition:** Problem solving is the process of designing, evaluating, and implementing a strategy to answer an open-ended question or achieve a desired goal.

Student will be able to...	Mastering 4	Advancing 3	Developing 2	Beginning 1
<b>Define a Problem</b>	Defines the problem with clarity and insight, and provides evidence of all relevant contextual factors.	Defines the problem with adequate detail and provides evidence of most relevant contextual factors.	Defines the problem with evidence of most relevant factors, but definition lacks clarity or detail.	Demonstrates a limited ability to identify the problem or related factors.
<b>Identify Realistic Strategies/Solutions</b>	Identifies multiple approaches for solving the problem within a specific context. Considers the history of the problem, reviews logic/reasoning, examines feasibility of solution, and synthesizes a realistic, comprehensive and effective strategy for solution.	Identifies information and multiple approaches for solving the problem, some of which may be workable or realistic within a specific context. The solution however, may not be the most effective.	Identifies approaches to the problem and conceptualization of the problem indicates some interpretation/evaluation needed to solve the issue.	Identifies approach for solving the problem without interpretation /evaluation of a realistic solution. Sources of information are taken as fact with little examination.
<b>Implement a Solution</b>	Implements the solution in a manner that thoroughly and deeply addresses multiple factors of the problem.	Implements a solution that addresses factors of the problem in a proficient manner.	Implements the solution in a manner that addresses the problem statement but ignores relevant factors.	Implements the solution in a manner that does not directly address the problem statement.
<b>Evaluate Outcomes</b>	Reviews results relative to the problem defined with thorough and specific considerations of need for further work.	Reviews results relative to the defined problem with some consideration of need for further work.	Reviews results in terms of the problem defined with little, if any, consideration of need for further work.	Reviews results on a surface level in terms of the problem with no consideration of need for further work



# SOCIAL JUSTICE COMPETENCY RUBRIC

**Definition:** A framework of social justice promotes a just society by challenging inequities and valuing diversity. The creation of such a society aims to open the door to opportunities for everyone, inclusive of all identities.

Student will be able to...	Mastering 4	Advancing 3	Developing 2	Beginning 1
<b>Conceptualize Power and Privilege</b>	Identifies, articulates, and effectively responds to power/privilege dynamics within a group or organization. Able to make decisions based on internal and external power dynamics.	Asks complex questions about how power and privilege can impact oneself and society. Understands that power dynamics can be influenced by position, seniority, access, and relationships.	Identifies power/privilege dynamics that may exist within structures of organizations. Questions own power and privilege in certain structures.	Engages in minimal conversation about the concept and definition of privilege and power. May have difficulty understanding how privilege affects others in society.
<b>Recognize the Difference in Experiences of Other Identities</b>	Asks complex questions about other identities, seeks out and articulates answers to these questions that reflect multiple perspectives. Questions seek Understanding and embrace differences.	Asks deeper questions about inequities based on identities and seeks out answers to those questions. Begins to recognize how intersectionality can impact experiences.	Asks simple or surface questions about what it may be like to be a particular identity. May recognize the identities of others in relation to own sense of identity.	States minimal interest in learning how identity can affect one's experience. May have difficulty recognizing that other identities experience society differently.
<b>Take Action Toward Creating a More Just and Equitable Environment</b>	Develops, completes, and advocates for strategic action toward creating a more just and equitable environment. Able to articulate own vision and goals.	Begins to initiate and develop actions toward creating a more just and equitable environment. Engages with others to gain further knowledge on different perspectives.	Expresses minimal interest in taking action steps toward creating a more just and equitable environment. May explore a definition of a just environment and acknowledge other perspectives.	Avoids engaging in any type of action upon learning about inequities or other perspectives.



# SPIRITUAL WELLNESS COMPETENCY RUBRIC

**Definition:** Spiritual Wellness entails exploring or having an understanding of one’s inner most self, from which one develops a sense of purpose and is able to deeply and empathetically engage those who hold different belief about spirituality, worldview, and religion.

Student will be able to...	Mastering 4	Advancing 3	Developing 2	Beginning 1
Understand diversity of religions, faith and spirituality and approach diverse views with openness.	Is able to integrate a worldview that appreciates the diversity of religions, faith and spirituality. Able to successfully engage, interact, and dialogue with others across religious and spiritual difference yielding respect and understanding.	Ask deeper questions about diverse faith, religious and spiritual traditions and seeks answers through engagement of formal and informal interactions and dialogues of differing faith, religious and spiritual traditions.	Ask simple or surface questions about diverse faith, religious and spiritual traditions. Willing to interact with people from other faiths and spiritual traditions.	Not aware of other spiritual practices and traditions and or not open to learning about other worldviews or interact with others across lines of diverse religious, cultural, or spiritual traditions.
Critically examine and solidify their own spiritual narrative. This includes beliefs, practices, and traditions.	Understanding the connection between spiritual practices and their current values. Beginning to reflect on and apply their belief system in their daily living.	Understanding the connection between spiritual practices and their current values. Beginning to reflect on and apply their belief system in their daily living.	Begin to think critically about their spiritual practices in comparison to their current values. Define their own philosophy of their spirituality.	Acknowledge the spiritual practices that they have been taught.



# TEAMWORK COMPETENCY RUBRIC

**Definition:** Teamwork is behaviors under the control of individual team members through effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.

Student will be able to...	Mastering 4	Advancing 3	Developing 2	Beginning 1
<b>Facilitate the Contributions and Relationships of Team Members</b>	Engages team members in ways that facilitate contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when team members are not participating and inviting them to engage. Accepts that all members have a shared purpose and acknowledges that alternate viewpoints are just as valid as one's own ideas.	Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others. Shows interest in discussing the ideas of all team members.	Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification. At times monopolizes idea sharing and may not understand alternate view Points.	Engages team members by taking turns and listening to others without interrupting. Does not always effectively engage in information sharing.
<b>Make Individual Contributions Outside of Team Meetings</b>	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.	Completes all assigned tasks by deadline; work accomplished is thorough and advances the project.	Completes all assigned tasks by deadline; work accomplished meets group expectations.	Doesn't complete assigned work or completes assigned work but it is of lower quality than what is expected.
<b>Foster a Constructive Team Climate</b>	Exhibits a positive attitude toward the team and task at hand. Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. Provides assistance and/or encouragement to all team members.	Exhibits a positive attitude toward the team and task at hand. Conveys motivation and encouragement through affirmative vocal or written tone, facial expressions, and/or body language.	Exhibits an acceptable attitude toward the team and task at hand. Treats team members respectfully by being polite and constructive through vocal or written tone, facial expressions, and/or body language.	Does not always exhibit an acceptable attitude toward the team and task at hand. May cause some issues within the group environment as a result of poor verbal and non-verbal communication.
<b>Effectively Participate in Conflict Resolution</b>	Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.	Identifies and acknowledges conflict and stays engaged with it.	Redirects focus toward common ground, toward task at hand (away from conflict).	Passively accepts alternate viewpoints/ideas/opinions.