

## Student Life Leadership Rubric

The Process	Guiding Questions	Learning to engage the process.	Engages the process.	Engages the process well.	Engages the process fully.
(A) Developing personal and social awareness. The student examines beliefs and actions.	<ul style="list-style-type: none"> <li>How do I act?</li> <li>What do I believe?</li> <li>How do these relate to each other?</li> </ul>	Does not perform any duties of assigned team role and always relies on others to do the work.	Performs very little duties, rarely does the assigned work and often needs reminding	Performs nearly all duties, usually does the assigned work and rarely needs reminding.	Demonstrates <b>TEAMWORK</b> by fulfilling and sharing equally in the organization or team role's duties.
	<ul style="list-style-type: none"> <li>What formative influence(s) can I identify? That is, why do I believe this and act this way?</li> </ul>	Is always talking, never allowing others to speak and usually argues.	Usually doing most of the talking, rarely allowing other to speak and sometimes argues.	Listens, but sometimes talks too much and rarely argues.	Exhibits <b>COOPERATION</b> by listening to and compromising with others.
(B) Entering into a dialogue which includes an aspect of the Catholic tradition. The student explores the question "What way of life fosters greater personal and/or social fulfillment?" through dialogue with learning and an aspect of Catholic tradition.	<ul style="list-style-type: none"> <li>What is a better way? That is, what can improve the well-being of self, others, society, and the natural environment?</li> </ul>	Does not take responsibility for own actions and work. Denies any wrong-doing.	Takes responsibility for own actions and work with some encouragement from others.	Takes responsibility for own actions and work. Takes some risk in sharing ideas with encouragement from others.	Takes <b>RESPONSIBILITY</b> for self and others.
	<ul style="list-style-type: none"> <li>How have I come to this discovery? That is, what new ideas or insights have been influential?</li> </ul>	Enlists participation of family members or other individuals to seek solution on their behalf and focuses on blaming others rather than seeking solutions.	Makes some attempt to resolve the problem independently but fails to identify the appropriate personnel with whom to address the problem. Does not follow through after learning the appropriate person, does not use discretion in discretion in discussing the problem and occasionally assigns blame to others.	If unable to resolve problem independently, enlists the help of faculty or staff in identifying the appropriate person and follows through with that person to seek a resolution. Uses discretion in discussing the problem and focuses on seeking solutions rather than assigning blame.	Displays maturity and independence by following appropriate protocol when situations require <b>PROBLEM SOLVING/RESOLVING CONFLICT</b> .
	<ul style="list-style-type: none"> <li>What does the Catholic tradition say about this "better way," and what is my personal response to this?</li> </ul>	Is not receptive to constructive comments and shows no sign of implementing change	Is somewhat receptive to constructive comments but shows no sign of implementing change.	Is receptive to constructive comments and implements change.	Accepts and uses <b>FEEDBACK</b> and constructive criticism.
(C) What is my response? The student creates a goal or identifies an area of growth shaped by what has been learned in (A) and (B).	<ul style="list-style-type: none"> <li>What am I called to do/become as a result of my discoveries in (A) and (B)?</li> </ul>	Lacks enthusiasm and confidence in education and does not take initiative.	Exhibits enthusiasm and confidence in education but does not take initiative.	Exhibits enthusiasm and confidence in education and takes initiative.	Demonstrates <b>CAPACITY</b> through enthusiasm, confidence and initiative for the task at hand.
	<ul style="list-style-type: none"> <li>How can this be accomplished?</li> <li>What resources are available to help?</li> </ul>	Is not engaged in setting and defining goals and in describing the future.	Has participated in a process to establish goals and look at the future but they do not affect their daily behavior and decisions.	Works with others to create clearly communicated, attainable goals and vision in which they take ownership.	Approaches decision-making using established <b>VISION/GOALS</b> .