

**Foresight and Planning Rubric  
STAR Leadership Program**

	Master	Proficient	Developing	Novice		
	4	3	2	1	0	N/A
Transfer of Skills and Knowledge	Adapts and applies, independently, skills and knowledge gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.	Adapts and applies skills and knowledge gained in one situation to new situations to solve problems or explore issues.	Uses skills and knowledge gained in one situation in a new situation to contribute to understanding of problems or issues.	Uses, in a basic way, skills and knowledge gained in one situation to a new situation.		
Reflection on Previous Experiences	Reviews prior learning (past experiences inside and outside of the classroom) <i>in depth to reveal significantly changed perspectives</i> about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.	Reviews prior learning (past experiences inside and outside of the classroom) <i>in depth, revealing fully clarified meanings</i> or indicating broader perspectives about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) <i>in with some depth, revealing slightly clarified meanings</i> or indicating somewhat broader perspectives about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) <i>at a surface level</i> , without revealing clarified meaning or indicating a broader perspective about educational of life events.		
Understanding of Constraints	Applies a clear and complete understanding of the constraints on time, money, and skill level of team members when planning a project.	Applies a partial understanding of the constraints on time, money, and skill level of team members when planning a project.	Considers a partial understanding of one or two of the following constraints: time, money, or skill level of team members when planning a project.	Disregards the constraints on time, money, and skill level of team members when planning a project.		
Evaluating Outcomes	Evaluation of outcomes is <i>deep and elegant</i> (for example, contains thorough and insightful explanation) and includes, deeply and thoroughly, all of the following: considers history of problem, reviews logic/reasoning, examines feasibility of outcomes, and weighs impact of outcomes.	Evaluation of outcomes is <i>adequate</i> (for example, contains thorough explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of outcomes, and weighs impact of outcomes.	Evaluation of outcomes is <i>brief</i> (for example, explanation lacks depth) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of outcomes, and weighs impact of outcomes.	Evaluation of outcomes is <i>superficial</i> (for example, contains cursory, surface level explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.		

Last Edited: March 2014      Definitions: 0 means does not meet novice definition; N/A means not enough information to evaluate

Rubrics were developed by minimally modifying the AAC&U VALUE Rubrics (Finley and Rhodes 2013, Rhodes 2010, Sullivan 2015)