

STAR Leadership Program Rubric: Acting Responsibly

	Master	Developing		Novice
	4	3	2	1
influence of context	Thoroughly (systematically and methodically) analyzes own and others' perspectives and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' perspectives and several relevant contexts when presenting a position.	Identifies several relevant contexts when presenting a position. May be more aware of others' perspectives than one's own (or vice versa).	Shows and emerging awareness of present perspectives. Begins to identify some contexts when presenting a position.
integrity in decision	Student can independently apply ethical perspectives/concepts to an ethical question accurately, and is able to consider full implications of the application.	Student can independently (to a new example) apply ethical perspectives/concepts to an ethical question accurately, but does not consider the specific implications of the application.	Student can apply ethical perspectives/concepts to an ethical question, independently (to a new example) and the application is inaccurate.	Student can apply ethical perspectives/concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/concepts independently (to a new example).
fair and compassionate	Makes decisions in a manner that is fair and compassionate to multiple contextual factors of the situation.	Makes decisions in a manner that is fair and compassionate that addresses multiple contextual factors of the situation in a surface manner.	Makes decisions in a manner that addresses the situation, but sacrifices either fairness or compassion because of ignoring some relevant contextual factors.	Makes decisions in a manner that addresses the situation, but sacrifices both fairness or compassion because of ignoring relevant contextual factors.
recognize ethical issues	Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.	Students can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.	Student can recognize basic an obvious ethical issues, but fails to grasp complexity or interrelationships.
ethical self-awareness	Student discusses in detail/analyzes both core values and the origins of core values and discussion has greater depth and clarity.	Student discusses in detail/analyzes both core values and the origins of the core values.	Student states both core values and the origins of core values.	Student states either their core beliefs or articulates the origins of the core beliefs, but not both.