

### 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.   |