

## Ethics/Honor

Level	Foundations	Discovery basic	Discovery advanced	Exploration
	<p><b>Ethical Self-Awareness</b> Student states either their core beliefs or articulates the origins of the core beliefs but not both.</p>	<p>Student states both core beliefs and the origins of the core beliefs.</p>	<p>Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs.</p>	<p>Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.</p>
	<p><b>Understanding Different Ethical Perspectives/Concepts</b> Student only names the major theory she/he uses.</p>	<p>Student can name the major theory she/he uses, and is only able to present the gist of the named theory.</p>	<p>Student can name the major theory or theories she/he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.</p>	<p>Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.</p>
	<p><b>Ethical Issue Recognition</b> Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.</p>	<p>Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.</p>	<p>Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.</p>	<p>Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.</p>
	<p><b>Application of Ethical Perspectives/Concepts</b> 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.).</p>	<p>Student can apply ethical perspectives/concepts to an ethical question, independently (to a new example) and the application is inaccurate.</p>	<p>Student can independently apply ethical perspectives/concepts to an ethical question, accurately, but does not consider the specific implications of the application.</p>	<p>Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application.</p>
	<p><b>Evaluation of Different Ethical Perspectives/Concepts</b> Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/concepts.</p>	<p>Student can apply ethical perspectives/concepts to an ethical question, independently (to a new example) and the application is inaccurate.</p>	<p>Student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/concepts, but the student's response is inadequate.</p>	<p>Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/concepts, and the student's defense is adequate and effective.</p>

## Leadership

Level	Foundations	Discovery	Exploration	Questions
	<p><b>Developmental Stage</b> Dependent - early stage passive participant and tends to rely on others for direction and guidance. Later stage eager to engage but still requires direction.</p>	<p>Independent - seeks opportunities to exert leadership. Will take cues from others but will initiate without input, direction or guidance from above or below. Early stage focuses on themselves and what they can do. Later stage focuses more on interaction with group</p>	<p>Interdependent - Focuses on relationships up and down and seeks information from all parties before recommending a course of action</p>	<p>Define leadership (Responsibility, power, authority, influence) Does the student mention power and if so what is the relationship to leadership? Define power and how it relates to leadership?</p>
	<p><b>Leadership Process</b> Undifferentiated - see leadership as an activity or event external to themselves. Tends to view leadership as a vertical heirarchy with limited flexibility</p>	<p>Heirarchical/positional - leadership is power based. Even though they may identify relationships as key they are focused on the leader within the context of heirarchy. Followers are integral but subordinate part of relationship.</p>	<p>Nonpositional - leadership is influence based. Relationships are recognized as mutually supportive and beneficial and necessary to success</p>	<p>Describe the leadership process. Does the student describe an organizational structure as part of the leadership process? If so what does it look like?</p>
	<p>Formal process with primarily downward flow accept leaders direction</p>	<p>Formal processes with multi directional (mainly up/down) flow directive and less participative reactive transactional</p>	<p>Formal/informal processes that flow in all directions simultaneously participative anticipatory transformational</p>	
	<p><b>Perspective</b> Follower (passive) early stage participant (active) later stage</p>	<p>Leader (inward focus others to me) Leader (outward focus me to others)</p>	<p>Group orientation - no explicit focus on themselves as leader</p>	<p>What leadership theory best describes their leadership (if you have one)? What examples would they use of people they feel were leaders and why do they believe that.</p>
	<p><b>Individual Orientation</b> Awareness/participation - sees leaders and supports them but identifies as a follower or as nonleader and does not attempt to take on leadership responsibility</p>	<p>Personal Identification (inward focus on themselves as leader)</p>	<p>Relationships (outward focus)</p>	<p>Where does an effective leader focus their attention? (inward/outward focus)?</p>
	<p><b>Behavior</b> Participation in group or organization</p>	<p>Specific responsibilities in formal leadership roles. Active influencing group goals and objectives as informal leader (no position)</p>	<p>Team building and focus on group development</p>	<p>Does the student believe leaders are born or made? Why do they believe this? If made give examples of how this occurs.</p>
	<p>Individual skills development</p>	<p>Positional activities limited primarily to tasks identified in the position description draw immediate lessons for personal behavior Begin to develop working for others</p>	<p>Growing leaders Role modeling</p>	
	<p><b>Benefit</b> Undifferentiated - doesn't distinguish benefit to individual (themselves or others) or the group</p>	<p>Primary focus is on the individual (themselves or friends/peers), benefit to group secondary</p>	<p>Primary focus is on benefit to the group/others. Benefit to self is important but will subordinate to benefit group/others</p>	<p>What is the purpose of leadership? Is leadership inherently moral or not (good/bad or neutral)?</p>

## Service

Level	Foundations	Discovery	Exploration	Questions
	<p><b>Diversity of Communities and Cultures</b></p> <p>Rarely expresses ideas or personal attitudes beyond a one-sided view. Shows little or no curiosity about or experience in diverse communities.</p>	<p>Sometimes will express an idea or personal attitude that will challenge views. Shows some understanding of exclusion and restriction between communities but cannot identify long-term effects of those actions.</p>	<p>Frequently shows awareness of direct and indirect attitudes about cultures and communities. Exhibits a sincere curiosity about diverse communities and uses curiosity about communities to often explore and challenge multiple viewpoints</p>	<p>Can you talk about a time you were in an environment when you were not the majority? How did you feel? What did you learn? If you could travel anywhere in the world an experience a different culture from your own, where would you go?</p>
	<p><b>Knowledge</b></p> <p>Demonstrates a minimally developed, understanding of 1) how the dominant perspective shapes social authority and patterns of power, 2) of the central principles of American democratic government and its historical development, and 3) of American democracy in a comparative perspective relative to the expressions ideals and practices in other countries.</p>	<p>Demonstrates partially developed understanding of 1) how the dominant perspective shapes social authority and patterns of power, 2) of the central principles of American democratic government and its historical development, and 3) of American democracy in a comparative perspective relative to the expressions of ideals and practices in other countries.</p>	<p>Demonstrates adequately developed understanding of 1) how the dominant perspective shapes social authority and patterns of power, 2) of the central principles of American democratic government and its historical development, and 3) of American democracy in a comparative perspective relative to the expressions of ideals and practices in other countries.</p>	<p>Who do you believe holds the power to shape public opinion and guide policy? What do you believe to be the 3 most important tenets of American democracy? How do you think American culture and values compare to other modern societies?</p>
	<p><b>Personal Values and Commitment to Engagement</b></p> <p>Clarifies personal values through participation in classroom or community-based activities.</p>	<p>States personal values and explains reasons for their involvement in the community or public domain.</p>	<p>Articulates a personal philosophy and reflects upon their personal commitment to community or public domain.</p>	<p>What personal characteristics do you value most? Do you believe community engagement is important? Why or why not? Why do you choose to volunteer (if they do)?</p>
	<p><b>Civic Communication</b></p> <p>Demonstrates little interest in exchanging ideas about civic engagement. Demonstrates limited skill in explaining one's own ideas with little evidence of drawing out or considering others' viewpoints (other than when led to do so).</p>	<p>Demonstrates some interest in exchanging ideas about civic engagement. Demonstrates emerging skills in explaining one's own ideas but little understanding of listening as an important communication tool. Does not use inclusive language.</p>	<p>Demonstrates understanding of the importance of collaboration. Demonstrates skills in listening to and demonstrated skill at drawing out others' viewpoints (e.g., through deliberation, negotiation, conflict resolution, building agreement) in inclusive ways.</p>	<p>How would you define civic engagement? What interests you most about volunteering? Do you volunteer with others? If yes, how does a team of volunteers differ from an individual volunteer? Does the organization you work with collaborate with other non-profits, government agencies, or businesses? Talk about the benefits/drawbacks of those relationships.</p>
	<p><b>Public Action</b></p> <p>Demonstrates emerging or experimental civic participation in community contexts, with some awareness of how these actions constructively influence the community or public good. Does not yet clearly articulate, carry out, or reflect an understanding of how (one's) multiple actions could influence the public good.</p>	<p>Demonstrates some civic participation (but little leadership) in community contexts as a way to constructively influence public good. Demonstrates emerging capacity to find, carry out, and reflect on at least one form of civic action to influence the public good (but with limited awareness of multiple strategies for civic action).</p>	<p>Demonstrates high levels of participation (and some leadership) in community contexts as a way to constructively influence the public good. Demonstrates moderate capacity to carry out and reflect on multiple civic strategies to influence the public good but not able to which strategy is best for any individual setting.</p>	<p>How do your volunteer activities impact the organization or population you work with? Does the organization you work with have an impact on the greater community? If so, describe the impact? Why do you work with the organizations that you do? What is your goal?</p>
	<p><b>Negotiating Civic Contexts/ Structures</b></p> <p>Experiments as a member or actor in one or a few civic contexts (e.g., a service site, a club).</p>	<p>Emerging capacity to negotiate and shape one or a few civic contexts (e.g., a service site, a club, an initiative).</p>	<p>Negotiates and works within several civic contexts (e.g., organizations, causes, collective action) to achieve a civic aim.</p>	<p>Tell me about your current civic engagement activities and/or past experiences.</p>
	<p><b>View of volunteer as leader</b></p> <p>Participant sees themselves as a "just a volunteer".</p>	<p>Participant realizes that volunteering is a form of leading -either by example as a consistent or hardworking volunteer or by taking a formal leadership role in the organization. Changes their self-perception and maybe starts to consider taking the "next step" to lead.</p>	<p>Participant takes on a leading role and encourages others to lead or recruits new participants.</p>	<p>What do you see as your role in your civic engagement activity?</p>