

# Competency Assessment Rubric

The assessment of the individual student competency development is an important task for members of the Honors staff and council. In June, representatives of the Honors staff and faculty review students' efolios and learning plans to assess their development process. Based on guidelines created throughout the academic year, the staff and faculty evaluate the work of the student within each competency to determine which level the student has reached in their development. To gauge student development, the following competency rubrics are used during the reviewing process as guidelines. Competencies are demonstrated at the level indicated by the asterisks.

## Leadership

Upon graduation, honors students will have demonstrated the ability to utilize personal leadership values and guide groups toward a common goal.

Theme	Leadership Competency	Rubric			
		Emerging	Developing		Mastering
		<i>Level One</i>	<i>Level Two</i>	<i>Level Three</i>	<i>Level Four</i>
Values	<i>Students will identify and utilize leadership values as members of campus and community organizations</i>	Identifies personal leadership values	Reflects upon personal leadership strengths and weaknesses	Critiques leadership models or style(s) within group contexts	Uses personal theories and values of leadership within campus or community organizations*
Teams	<i>Students will identify roles within teams and utilize them within campus or community organizations.</i>	Identifies various types of roles within group and team settings	Reflects upon roles within group and team settings	Practices group member skills and abilities to work together toward a common goal	Articulates a general leadership philosophy to guide future collaboration within groups*

Key: Red = First-Year, Yellow = Sophomore, Blue = Junior, Green = Senior

## Research

Upon graduation, honors students will have demonstrated the ability to exhibit information literacy skills, synthesize and integrate ideas, produce original research or creative works, and contribute to knowledge.

Theme	Research Competency	Rubric			
		Emerging	Developing		Mastering
		<i>Level One</i>	<i>Level Two</i>	<i>Level Three</i>	<i>Level Four</i>
Information Literacy	<i>Students will exhibit information literacy skills</i>	Develops ability to access information effectively, efficiently, and critically	Demonstrates knowledge of the ethical use of information.	Develops ability to evaluate and incorporate selected information into knowledge base.	Demonstrates ability to use information effectively and ethically to accomplish a specific research goal*
Information Synthesis	<i>Student will exhibit the ability to synthesize and integrate ideas</i>	Develops ability to organize others' ideas	Develops ability to evaluate and synthesize diverse perspectives on a given topic	Exhibits ability to draw upon multiple sources to present a coherent and integrated thesis statement or hypothesis	Demonstrates ability to reflect upon how the paper/project led to new knowledge and understanding about the research process.*
Original Research	<i>Student will produce original or creative achievement</i>	Identifies research question or creative proposal that extends knowledge or practice of their disciplines	Develops research question or creative proposal that extends knowledge or practice of their disciplines	Conducts primary research or engages in creative practice that extends the knowledge or practice of their disciplines	Exhibits completed research or creative work that extends knowledge or practice of their disciplines*
Dissemination of Results	<i>Student will contribute to knowledge</i>	Identifies appropriate venues for dissemination	Prepares and submits an abstract or proposal for the appropriate venue	Disseminates the results of their research or creative achievement*	Publishes the results of their research or creative achievement through a peer-reviewed venue

## **Global Citizenship**

Upon graduation, honors students will have demonstrated the ability to exhibit second language and communication competencies, and exhibit cultural competency and awareness.

Theme	Global Citizenship Competency	Rubric			
		Emerging	Developing		Mastering
		Level One	Level Two	Level Three	Level Four
Language	<i>Student will exhibit second language and communication competence</i>	Uses self-assessment to identify language competency	Exhibits growth in second language competency	Achieves ACTFL intermediate mid (or intermediate low) competency**	Demonstrates ability to tolerate ambiguity and negotiate meaning through language
Culture	<i>Student will exhibit cultural competency and awareness</i>	Identifies basic concepts related to global citizenship and cultural competency.	Uses discipline-specific concepts to identify other social conditions and cultural realities.	Evaluates social conditions and cultures through engaged interactions*	Expresses ability to explain perspective of another society or culture

\* Minimum demonstration for graduation with Honors

\*\* Students who continue study of a language from high school must demonstrate ACTFL intermediate mid-level competency; those who begin a new language must demonstrate intermediate low competency.