**Professional - Director/Professor Rubric**

**Student/Participant Name Circle one Pre Test Post Test**

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| **Attribute** | **4 points** | **3 points** | **2 points** | **1 point** | **N/A** | **Score** |
| Self -Motivation | Student needs no external pressure to motivate him/her to action, such as studying, dealing with conflict. Student is able to complete tasks with little to no external pressure.  | Student needs little external pressure to motivate him/her to action, such as studying, dealing with conflict. Student is able to complete most tasks with little external pressure. | Student needs a moderate amount of external pressure to motivate him/her to action, such as studying, dealing with conflict. Student is able to complete most tasks with a moderate amount of external pressure | Student needs a continual external pressure to motivate him/her to action, such as studying, dealing with conflict. Student is unable to complete most tasks without continual external pressure |  |  |
| Timeliness | Every project was turned in either ahead of time or on time. Student is on time to class/appointments.  | Most projects are turned in either ahead of time or on time. Student is usually on time to class/appointments. | A little under 3/4 of the student’s projects are turned in either ahead of time or on time. Student is late for class/appointments periodically.  | Student’s projects are often turned in late. Student is consistently late for class/appointments.  |  |  |
| Professional Dress | Student completely adheres to the standard of professional dress for his/her profession.  | Student generally adheres to the standard of professional dress for his/her profession. | Student adheres to the standard of professional dress less than 60% of the time for his/her profession. | Student rarely adheres to the standard of professional dress for his/her profession |  |  |
| Conflict Resolution | Student almost always recognizes the cues of conflict, and addresses the issue in a calm, non-judgmental fashion, while working toward a resolution that takes into consideration all parties views.  | Student can often recognizes the cues of conflict, and addresses the issue in a calm, non-judgmental fashion, while working toward a resolution that takes into consideration all parties views. | Student cannot often recognizes the cues of conflict, or does not consistently address issues in a calm, non-judgmental fashion, while working toward a resolution that takes into consideration all parties views. | Student seems to rarely recognize the cues of conflict or does not care. Student is either aggressive, or very passive and constructive conflict never occurs. |  |  |
| Team work | Student is able to bond with a team to perform a task. Others in the team view the student as a significant asset.  | Student is generally able to bond with a team to perform a task. Others in the team view the student as an asset. | Student is somewhat inconsistent in his/her ability to bond with a team to perform a task. Others in the team view the student as a hinderance at times.  | Student cannot bond with a team to perform a task. Others in the team view the student as a hinderance consistently. |  |  |
| Integrity | Student displays honesty in all of his/her dealings. Student does not rationalize their actions when confronted with a possible breach of integrity.  | Student displays honesty in most of his/her dealings. Student does not usually rationalize their actions when confronted with a possible breach of integrity. | Student displays dishonesty at times in his/her dealings. Student sometimes rationalizes their actions when confronted with a possible breach of integrity. | Student displays dishonesty in a significant number of his/her dealings. Student rationalizes their actions when confronted with a possible breach of integrity. |  |  |
| Persistence | Student always continues to work toward goals despite opposition.  | Student often continues to work toward goals despite opposition. | Student struggles to continue to work toward goals when faced with opposition. | Student gives up on work toward goals when faced with even the slightest opposition. |  |  |
| Initiative | Student is almost always able to begin tasks with very little to no direction.  | Student is generally able to begin tasks with little to no direction.  | Student struggles to begin tasks with very little to no direction.  | Student cannot seem to begin any task with little to no direction.  |  |  |
| Reliability | Student is consistent in their actions and words.  | Student is generally consistent in their actions and words. | Student is somewhat inconsistent in their actions and words. | Student is unreliable in their actions and words. |  |  |
|  |  |  |  | **Total Score** |  |  |