MIDDLESEX COMMUNITY COLLEGE PERSONAL & PROFESSIONAL DEVELOPMENT ISLO RUBRIC

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance and to assign N/A if the criterion is not applicable.

	Capstone 4	**Milestones** 3	 2	**Benchmark** 1	**0**	**N/A**
Collaboration/Teamwork (Modified from AACU Teamwork Value Rubric)	Supports a constructive team climate by doing all of the following: treats team members respectfully, uses positive tone, motivates others, informs ideas, engages and uses strategies to facilitate contributions.	Supports a constructive team climate by doing most of the following: treats team members respectfully, uses positive tone, motivates others, informs ideas, engages and uses strategies to facilitate contributions.	Supports a constructive team climate by doing at least 2 of the following: treats team members respectfully, uses positive tone, motivates others, informs ideas, engages and uses strategies to facilitate contributions.	Supports a constructive team climate by doing at least one of the following: treats team members respectfully, uses positive tone, motivates others, informs ideas, engages and uses strategies to facilitate contributions.		
Intra-Personal Capacity *(Adapted From AACU VALUE Rubric for Integrated Learning)*	Through reflection and/or self-assessment, articulates their vision of a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts. Exhibits behavior consistent with personal wellness goals that illustrate the dimensions of health.	Through reflection and/or self-assessment, evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks). Interprets personal wellness information to set goals and articulates dimensions of health.	Through reflection and/or self-assessment, articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness). Possesses some level of emotional maturity and knowledge of personal well-being.	Through reflection and/or self-assessment, describes own performances with general descriptors of success and failure. Initiates effort to define personal wellness.		
Professional Acumen/Practical Competence	Executes performance benchmarks consistently. Explains and/or models vocational skills/tools thoroughly.	Occasionally executes performance benchmarks. Distinguishes and applies skills/tools to enter and succeed in the workplace.	Begins to develop performance benchmarks related to preparedness, persistence, and professionalism. Summarizes vocational skills/tools as they pertain to individual career goals.	Recognizes performance benchmarks related to preparedness, persistence, and professionalism. Attempts to identify vocational skills/tools.		
Inter-Personal Capacity	Models use of social/soft skills. Sets the example for and empowers others. Demonstrates congruence. Effectively manages conflict. Regularly responds, identifies, and appreciates the needs of others when making decisions and in actions.	Consistently employs multiple social/soft skills. Recognizes the importance of corresponding words to actions. Appropriately uses deliberation/discourse to respond to conflict. Able to project empathy and sustain meaningful relationships.	Regularly uses some social/soft skills. Uses some self-advocacy and independent skills. Demonstrates compassion.	Attempts to use social and/or soft skills. Demonstrates a desire to act independently. Uses available resources to assist with conflict resolution.		
Integrative Knowledge/Learning *(From AACU VALUE Rubric)*	Reviews prior learning (past experiences inside and outside of the classroom) in depth to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.	Reviews prior learning (past experiences inside and outside of the classroom) in depth, revealing fully clarified meanings or indicating broader perspectives about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) with some depth, revealing slightly clarified meanings or indicating a somewhat broader perspectives about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) at a surface level, without revealing clarified meaning or indicating a broader perspective about educational or life events.		
Creativity/Innovation	Demonstrates ingenuity and imagination. Takes initiative. Applies entrepreneurial approach to problem solving. Departs from conventional boundaries to invent or use new, clever, or surprising materials/ideas.	Synthesizes concepts/facts in a new relation not previously seen. Develops some original ideas. Shows personal touch and/or some distinct style.	Explores logic and begins to use idea-generating techniques to develop original ideas. Experiments with new possibilities. Uses feedback and critique to improve ideas.	Asks questions and listens to different perspectives in an effort to elaborate or improve upon an idea. Stays within existing frameworks.		