



## Professionalism Rubric

**Professionalism:** Student will develop a heightened understanding of themselves and others as they participate in various experiences to build their knowledge of professional etiquette and expertise. Based on these experiences, students will learn to communicate in an articulate and positive manner, act with integrity, and expand the boundaries of expectation toward a standard of excellence in their work and life.

	Exemplary 4	Accomplished 3	Developing 2	Beginning 1
<b>Sense of self</b>	Confidently and realistically acknowledges and articulates personal and professional skills, abilities, strengths, dispositions, and growth areas; actively engages in self-reflection to gain insight and applies that insight to developing themselves.	Acknowledges and articulates personal skills, abilities, strengths, dispositions, and growth areas; engages in self-reflection to gain insights and begins to apply that insight to conceptualizing their professional selves.	Exhibits an emerging sense of self, including some awareness of personal skills, abilities, strengths, dispositions, and growth areas. Begins to engage in self-reflective activities, but has not yet conceptually processed these experiences.	Exhibits little to no evidence of awareness of personal skills, abilities, strengths, dispositions, and growth areas. Exhibits little to no effort to engage in self-reflective activities.
<b>Sense of others</b>	Acknowledges and values the skills, abilities, strengths, dispositions, and areas of growth in relation to their own	Acknowledges the skills, abilities, strengths, dispositions, and areas of growth, but does not fully value and relate them to their own	Demonstrates the beginnings of understanding others in terms of their values, skills, abilities, strengths, dispositions, and areas of growth.	Lack of awareness of others in general
<b>Professional Communication</b>	Effectively communicates their transferrable skills and experiences; knows how to properly correspond with different audiences in a professional manner	Has a sense of their transferrable skills but is still crafting a way to effectively communicate them; Understands that there are varying ways to communicate professionally	Emerging awareness of skills and how they transfer between experiences; understands the important of communication professionally and begins to think about how they might do this	General lack of awareness that skills can be transferable from one experience to another; unable to professionally correspond with others
<b>Integrity</b>	Incorporates ethical reasoning into action; explores and articulates the values and principles involved in personal decision-making; acts in congruence with personal values and beliefs; exemplifies dependability, honesty, trustworthiness, and transparency	Student has formulated a sense of ethical reasoning; framework for ethical decision making is further developed yet student is still formulating; students are beginning to connect the dots between values, beliefs, and actions	Demonstrates an emerging sense of ethical reasoning; framework for ethical decision making is still in its infancy; initial thoughts regarding the interconnectedness of values, beliefs, and actions are beginning to develop	No evidence of ethical reasoning; Little to no reflection regarding a process for personal decision-making; Lack of congruence between personal values, beliefs, and actions. Absence of qualities such as dependability, honesty, and trustworthiness
<b>Standard of excellence</b>	Solicits and accepts guidance and direction from others as needed; holds oneself accountable for obligations; demonstrates initiative; assesses, critiques, and then improves the quality of one's work	Discusses raising standards for self and begins to engage in a process to do so. Assesses and critiques the quality of one's work	Exhibits an emerging sense of accountability, obligation, and initiative. Exhibits some thoughts regarding self-improvement	Demonstrates little to no accountability towards obligations, nor a sense of personal initiative; Does not assess or seek improvement for the quality of their work or work environment