

Daily Leadership Rubric

QUESTIONS

RESPONSES

Daily Leadership Rubric

Please refer to the descriptions that provides examples of "best of" and "worst of" leadership actions for the day. While referring to this, please reflect back on your day. How did it go? What were your strengths? Where did you stumble? What do you feel like you can improve upon tomorrow?

How to score yourself:

9-10: Equivalent to an "A". In every single sense, you have gone above and beyond good behavior for the day. In every subcategory, you have followed the "best example". Your behavior hasn't needed to be addressed AT ALL and all group members are happy you are with us. Please be mindful that this is for your behavior AT ALL times, not just when the teacher is around.

8: Equivalent to a "B". Most of the day your behaviors can be described by the "best example" column, but there have been a few areas where you aren't quite the "best". None of your behavior falls into the "worst example" column.

7: Equivalent to a "C". This is the typical behavior of a Clark student. Most of you follow this type of behavior daily. You have some instances of "best example" behavior and maybe one or two instances of "worst example", but for the most part your actions fall in-between these two categories for most of the day.

6: Equivalent to a "D". If you earn a 6 in a category, your behavior has fallen below that of a typical Clark student. You have spent the day for the most part in the "worst example" column.

0-5: Equivalent to an "F". If you earn a 0-5 in a category, you are not a pleasant person to be around and you are in

Email address *

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First Name *



Last Name *

Short answer text

Date *

Month, day, year



Care of Self *

Worst Example (1)	Quality Being Assessed	Best Example (10)
<ul style="list-style-type: none"> • Student is negative, cynical & full of complaints about activities. • Student stays in their own "clique" • Student does not take care of self (is not safe, does not wear sunscreen, does not drink enough water) • Student is not mindful of manners or respectful to others. • Student does not follow boundaries and/or lies. 	Care of Self	<ul style="list-style-type: none"> • Student has a positive attitude & does not complain. • Student is willing to reach out to others & includes others. • Student takes care of self • Student uses good manners when dealing with others. • Student is trustworthy—does what is asked and follows the boundaries set by the leaders.

1 2 3 4 5 6 7 8 9 10

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Care of Work *

Worst Example (1)	Quality Being Assessed	Best Example (10)
<ul style="list-style-type: none"> • Student gives a weak effort in their work. • Work is late (turned in after collected). • Student is not excited about learning or the work that is assigned; this may be evident in conversation, body language, etc. • Student is hesitant to participate & fails to make a contribution. 	Care of Work	<ul style="list-style-type: none"> • Student tries their best on their work. • Work is turned in on time. • Student does not complain about the work. • Student has an open attitude about learning and is willing to learn new things. • Student is a willing participant & active listener in group discussions or presentation activities.





Care of Community *

Worst Example (1)	Quality Being Assessed	Best Example (10)
<ul style="list-style-type: none"> • Student relies on others to pick up & does not take care of the environment • Student leaves their area a mess & harms the environment. • Student's volume is out of control & student has to be asked several times to quiet down. • Student has no respect for culture & is not self aware. • Student excludes others & is a negative influence on the group or student puts down others or makes fun of them. • Student must be continually reminded of the directions & be asked to comply several times. • Student is late • Student is bossy and has an "in charge" attitude; does not seek the input/advice of others and orders others to do what they are told. 	Care of Community	<ul style="list-style-type: none"> • Student pitches in and does his/her fair share—asks "what more can I do to help?" • Student is mindful of the environment & leaves no trace (no litter, no leaving personal items about, no destruction of wildlife) • Student is mindful of their volume level & respects appropriate volume levels at all times. • Student is respectful of those around them, especially those not part of the class. • Student is inclusive of others & is mindful of group dynamics. • Student follows directions the first time they are asked to do so. • Student is on time • Student is a leader in a calm manner, offers helpful suggestions and listens to the input of others.

1 2 3 4 5 6 7 8 9 10



Evidence that you feel is important for instructors to consider when evaluating your positive contribution to the group today:

*

Long answer text

