

RISE Mentoring Program Assessment Rubric

	1-Novice	2-Developing	3-Proficient	4-Excellent	Reference
Exploring: Lifelong Learning Students will explore and broaden their understanding of the personal and professional growth and lifelong learning.	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.	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) 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) in depth to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.	AAC&U Value Rubric Lifelong learning
Preparing: Social Skill Development Students will further prepare for the work place by pursuing growth in social skills for personal and professional success.	Rarely demonstrates ability to self advocate/seek assistance, interact effectively, utilize information/feedback, and persevere through challenges presented.	Occasionally demonstrates ability to self advocate/seek assistance, interact effectively, utilize information/feedback, and persevere through challenges presented.	Usually demonstrates ability to self advocate/seek assistance, interact effectively, utilize information/feedback, and persevere through challenges presented.	Consistently demonstrates ability to self advocate/seek assistance, interact effectively, utilize information/feedback, and persevere through challenges presented.	LIFE SKILLS
Integrating: Critical Self-Reflection Students will critically reflect on their current and future self in preparation for the workplace and communities in which they will serve.	Describes performances with general descriptors of success and failure.	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increasing self-awareness).	Evaluates changes in learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risks, dealing with frustration, considers ethical framework).	Envisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts.	AAC&U Value Rubric Reflection and Self-Assessment
Calling: Vocational Growth Students will further develop an awareness of and understanding of their place in God's ongoing story and service in the world.	Expresses a vague notion of personal identity that references God's story in the world and identifies some of one's opportunities, contexts, and relationships.	Expresses a sense of personal identity that relates to God's story in the world that demonstrates awareness of the uniqueness of one's opportunities, contexts, and relationships.	Articulates a personal sense of identity and purpose within God's story in the world that demonstrates thoughtful reflection on one's opportunities, context, and relationships and an orientation to the world that can be reflected in service.	Articulates a personal sense of identity and purpose within God's story in the world that demonstrates discernment of one's opportunities, context, and relationships and the naming of particular ways the student can embody self-giving service to the world.	RU Theological Literacy Rubric: Awareness of self in God's world