| **Exemplary** | **Very Good** | **Proficient** | **Opportunity for Improvement** | **Unacceptable** |
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| **Element 1a: Part 1 Innovative Leader Analysis Characteristics That Inspire Innovation** | **5**(5%)  Student provides a thorough and detailed assessment of a leader who inspires innovation, discussing why he/she selected the leader, the characteristics of this leader supported by examples of how the leader demonstrates the characteristics which tend to inspire innovation, and thoroughly comparing those with his/her own focusing on those characteristics that he/she may not possess or may want to further develop. | **4.65**(4.65%)  Student provides an assessment of a leader who inspires innovation, discussing why he/she selected the leader, identifying the characteristics of this leader supported by examples of how the leader demonstrates the characteristics which tend to inspire innovation, and comparing those with his/her own focusing on those characteristics that he/she may not possess or may want to further develop. | **4.25**(4.25%)  Student provides an explanation identifying a leader who inspires innovation and discusses some details on why he/she selected the leader, providing a description of some of the characteristics of this leader, and comparing those with his/her own, in particular those characteristics he/she may not possess or may want to further develop. | **3.75**(3.75%)  Student provides a cursory description of the characteristics of the leader who inspires innovation, but does not provide examples, go into analytic depth, and/or relate them to his/her own characteristics. | **0**(0%)  Not submitted or little to no evidence of addressing the criterion. |
| **Element 1b: Part I Innovative Leader Analysis - Compelling Case For Why Characteristics Important to His/her Success** | **5**(5%)  Student provides a thorough and detailed explanation of how this innovation leader supported a creative environment; how they catalyzed, implemented, and promoted innovation in the organization; what leadership skills the innovation leader used to foster creativity in successful ways; and how the innovation leader engages stakeholders in the innovation/creative process to achieve buy-in. Several relevant examples and resources support response. | **4.65**(4.65%)  Student provides an explanation of how this innovation leader supported a creative environment; how they catalyzed, implemented, and promoted innovation in the organization; what leadership skills the innovation leader used to foster creativity in successful ways; and how the innovation leader engages stakeholders in the innovation/creative process to achieve buy-in. Examples and resources support response. | **4.25**(4.25%)  Student provides an explanation with some details of how this innovation leader supported a creative environment; how they catalyzed, implemented, and promoted innovation in the organization; what leadership skills the innovation leader used to foster creativity in successful ways; and how the innovation leader engages stakeholders in the innovation/creative process to achieve buy-in. A few examples and/or resources support response. | **3.75**(3.75%)  Student provides a cursory explanation with few details and does not build a compelling case for why the characteristics are important to his/her success. Many details are lacking and/or not well-developed. | **0**(0%)  Not submitted or little to no evidence of addressing the criterion. |
| **Element 2: Part I Leader Characteristic Inventory** | **10**(10%)  Student provides a detailed and specific inventory of leadership characteristics exhibited by the innovation leader using the handout provided as a format and inserting the assessment into his/her paper, augmenting the inventory with specific examples or observations of how the innovation leader demonstrates the characteristics. Relevant examples and resources support thinking. | **9.3**(9.3%)  Student provides an inventory of leadership characteristics exhibited by the innovation leader using the handout provided as a format and inserting the assessment into his/her paper, augmenting the inventory with examples or observations of how the innovation leader demonstrates the characteristics. Examples and resources support thinking. | **8.5**(8.5%)  Student provides an inventory of leadership characteristics exhibited by the innovation leader using the handout provided as a format and inserting the assessment into his/her paper. Some examples and resources support thinking. | **7.5**(7.5%)  Student provides a cursory review of the leadership characteristics of the innovation leader and response lacks analytic depth or additional consideration of other dimensions. Few examples or resources support thinking. | **0**(0%)  Not submitted or little to no evidence of addressing the criterion. |
| **Element 3: Part 2 - Self-assessment of Dimensions of Leadership That Foster Creativity** | **25**(25%)  Student provides a thorough and detailed self-assessment on the extent to which he/she has or needs to cultivate the dimensions of leadership that foster creativity, explaining how/why each is essential to his/her success, assessing how he/she currently displays (or would display) the dimension in his/her professional life, and supports with examples explaining in detail his/her self-assessment for each of the dimensions. | **23.25**(23.25%)  Student provides a self-assessment on the extent to which he/she has or needs to cultivate the dimensions of leadership that foster creativity, explaining how/why each is essential to his/her success, how he/she currently displays (or would display) the dimension in his/her professional life, and supports with examples explaining in detail his/her self-assessment for each of the dimensions. | **21.25**(21.25%)  Student provides a self-assessment on the extent to which he/she has or needs to cultivate the dimensions of leadership that foster creativity, describes how he/she currently displays (or would display) the dimensions in his/her professional life, and briefly explains his/her self-assessment for each of the dimensions. | **18.75**(18.75%)  Student provides a cursory discussion of all or only some of the dimensions. | **0**(0%)  Not submitted or little to no evidence of addressing the criterion. |
| **Element 4a: Part 3 - Analysis of Findings: Main Lessons Learned About Himself/Herself As A Leader** | **15**(15%)  Student provides a thorough and detailed analysis of his/her findings across all of the dimensions analyzed, along with a summary of the main lessons he/she learned about himself/herself as a leader (present or aspiring), and how he/she will apply those lessons in the future as well as what he/she may need to work on to achieve the identified dimensions. | **13.95**(13.95%)  Student analyzes his/her findings across most of the dimensions analyzed, along with a summary of the main lessons he/she learned about himself/herself as a leader (present or aspiring), and how he/she will apply those lessons in the future as well as what he/she may need to work on to achieve the identified dimensions. | **12.75**(12.75%)  Student provides an overview of his/her findings with a summary of the main lessons he/she learned about himself/herself as a leader (present or aspiring) and discusses what he/she may need to work on to achieve the identified dimensions. | **11.25**(11.25%)  Student provides a cursory review of his/her findings with a few observations and/or minimal analysis. | **0**(0%)  Not submitted or little to no evidence of addressing the criterion. |
| **Element 4b: Part 3 - Analysis of Findings: Most Important Dimensions For Student** | **15**(15%)  Student provides a thorough and detailed assessment on how important he/she thinks it is that leaders possess these dimensions, identifies which he/she thinks are the most important dimensions that will have the most impact on his/her future, and provides strong rationale and examples to support thinking. | **13.95**(13.95%)  Student provides an assessment on how important he/she thinks it is that leaders possess these dimensions, identifies which he/she thinks are the most important dimensions that will have the most impact on his/her future, and provides rationale and examples to support thinking. | **12.75**(12.75%)  Student provides an explanation with some details of how important he/she thinks it is that leaders possess these dimensions, along with which ones he/she thinks are the most important and supports with some rationale or examples. | **11.25**(11.25%)  Student provides a cursory review of his/her findings with a few observations and/or minimal analysis. | **0**(0%)  Not submitted or little to no evidence of addressing the criterion. |
| **Element 5: Critical Thinking, Analysis, and Synthesis** | **10**(10%)  Student exhibits evidence of thoughtful critical analysis and thinking; careful examination is made of assumptions and possible biases, with detailed supporting rationale. Writing synthesizes the classroom experiences and content; analyzes patterns or connections between theory and practice; and draws logical conclusions based on well-reasoned arguments. New questions may be presented based on synthesis of ideas and input. | **9.3**(9.3%)  Student exhibits evidence of thoughtful critical analysis and thinking; examination is made of assumptions and possible biases, with supporting rationale. Writing synthesizes the classroom experiences and content; analyzes patterns or connections between theory and practice; and draws logical conclusions based on well-reasoned arguments. New questions may be presented based on synthesis of ideas and input. | **8.5**(8.5%)  Student exhibits some evidence of thoughtful critical analysis and thinking; some examination is made of assumptions and possible biases, with rationale. Writing somewhat synthesizes the classroom experiences and content; analyzes patterns or connections between theory and practice; or draws logical conclusions based on well-reasoned arguments. | **7.5**(7.5%)  Student exhibits little or no evidence of thoughtful critical analysis and thinking; minimal examination is made of assumptions and possible biases, with rationale. Writing minimally synthesizes the classroom experiences and content; analyzes patterns or connections between theory and practice; or draws logical conclusions based on well-reasoned arguments. | **0**(0%)  Not submitted or little to no evidence of addressing the criterion. |
| **Element 6: Written Communications** | **5**(5%)  Writing is clear, logical, well-organized and appropriate. Work is free from spelling and grammar/syntax errors.  Tone is professional and free from bias (i.e., sexism, racism). There are no errors. | **4.65**(4.65%)  Writing is mostly clear, logical, and organized. Few, if any spelling and grammar/syntax issues are noted.  Overall, a few sections need additional editing, but generally, work appears proofread. Tone is professional and free from bias (i.e., sexism, racism). There are one or two minor errors. | **4.25**(4.25%)  The main points are clear and organized. Some spelling, grammar/syntax issues are noted. Tone is professional and free from bias (i.e., sexism, racism). | **3.75**(3.75%)  There are key sections that lack organization or logical flow. Many spelling, grammar/syntax issues are noted. Work requires additional proofreading. | **0**(0%)  Not submitted or little to no evidence of addressing the criterion. |
| **Element 7: Relevance** | **5**(5%)  Student effectively and directly integrates discussion/assignment content with relevant and compelling personal experiences, additional research, or current events from credible news sources. Specifically adds a new and/or different insight or perspective on the subject area(s) being discussed or treated in the assignment. | **4.65**(4.65%)  Student offers personal experiences, additional research, or current events from credible news sources, discussing their relevance, but does not specifically add new or different insights or perspectives on the subject areas(s) being discussed or treated in the assignment. | **4.25**(4.25%)  Student offers some examples of how the content of the discussion/application applies to real-world scenarios with general discussion of why those examples are relevant. | **3.75**(3.75%)  Student offers brief or cursory descriptions of personal experiences, additional research, or current events from credible news sources. | **0**(0%)  Not submitted or little to no evidence of addressing the criterion. |
| **Element 8: Formal and Appropriate Documentation of Evidence, Attribution of Ideas (APA Citations)** | **5**(5%)  Student demonstrates full adherence to scholarly or credible reference requirements and adheres to APA style with respect to source attribution and references. There are no APA errors. | **4.65**(4.65%)  Student demonstrates full adherence to scholarly or credible reference requirements and adheres to APA style with respect to source attribution and references. There are one or two minor errors in APA style or format. | **4.25**(4.25%)  Student addresses guidelines for scholarly or credible references and/or APA style with respect to source attribution and references. Some errors in APA format and style are evident. | **3.75**(3.75%)  Student demonstrates inconsistent adherence to scholarly reference requirements and/or inconsistent adherence to APA style with respect to source attribution and references. Significant and/or numerous errors in APA format and style are evident. | **0**(0%)  Not submitted or little to no evidence of addressing the criterion. |