RUBRIC for ACTION LEARNING PROJECTS

Student Name:

Competency	Description	Needs Improvement	Meets Expectations
Problem Assessment	Participant work in complex environments. This program encourages curiosity and patience before trying to solve a problem or fix a situation.	Participant is fixed on one course of action. Participant does not question existing beliefs and assumptions	Participant meets a workplace challenge with curiosity. Participant presents a working hypothesis to test
Measurement Selection	Participants play a role in determining which existing metrics pertain to their project and if they need to create new ones.	Participant shows no interest in defining performance Participant remains fixated on meeting an imposed metric.	Participant explores connections between actions and intended outcomes. Participant embraces ambiguity of measuring performance.

Stakeholder Analysis	Participants work in collaborative environments and projects involve or affect staff, leadership, partners, unions, families, patience, etc.	Participant selects a project that does not involve others. Participant cannot critically assess relationship dynamics	Participant acknowledges that the project will affect and involve others Participant is realistic about anticipated conflicts and interpersonal challenges.
Developmental Implementation	Action Learning Projects address persistent problems. End-of-certificate presentation highlight learnings and next steps.	Participant does not demonstrate any tangible action related to the project	In evaluating the impact of action, Participant seeks to learn from both positive and negative outcomes.

Comments: