

Student Government & Leadership Standards Based Grading Rubric

Click HERE for detailed standards descriptions	Communications (Details Here)	Civic & Service Learning	Personal & Social Development	Government	Business & Finance	Technology & Digital Citizenship
<p style="text-align: center;">5</p> <p style="text-align: center;">Mastery: <i>The student leader demonstrates mastery in the various aspects of the standard and seeks continued use of the standard to enact their role in the student government, tasks within the course, and involvement within their local community.</i></p> <p style="text-align: center;">“Establishing a Legacy”</p>	<p>Written Communication is the foundation of the student leadership program. Even when words are meant to be spoken (e.g., Homecoming script, auto-dialer message to families), it all begins with the written word.</p> <p>Interviewing Skills Student leaders encounter interviews in a variety of different settings. Appointed candidates are interviewed for selection; experienced officers are sometimes called upon to reverse roles and become the interviewer. By sitting on both sides of the table, student leaders can gain valuable college and career interview skills.</p>	<p>Civic and Community Engagement</p> <ol style="list-style-type: none"> The student leader develops partnerships with various students, schools, parents, and community groups. The student leader identifies the financial restrictions and guidelines of other organizations. The student leader recognizes the value of membership in, and/or partnership with, associations--groups of people organized for a joint purpose. The student leader analyzes different forms of civic activism and ways in which citizens can effect change in society. 	<p>Group Dynamics</p> <ol style="list-style-type: none"> The student leader acknowledges different personality types and how to work together in an all-inclusive group setting. The student leader appreciates the diversity of others and the value of representing a diverse student body. The student leader assumes a leadership role in an activity or group work that allows them to facilitate and direct the group's activities. The student leader serves as a participating member of a group. The student leader enlists others to share a common vision. The student leader celebrates accomplishments and recognizes the contributions of others. The student leader delegates authority when appropriate. The student leader recognizes and utilizes various models of decision-making (e.g., authoritative, consensus, democratic, individual) The student leader considers diverse ideas, synthesizes viewpoints, and analyzes claims and evidence on all sides of an issue when considering possible solutions. Once made, the student leader supports the decisions of the group. <p>Goal Setting, Feedback, and Evaluation</p> <ol style="list-style-type: none"> The student leader sets short-term and long-term personal goals. The student leadership team sets attainable goals to improve school culture and climate. The student leader creates a plan of action for achieving goals. The student leader creates timelines for meeting goals and monitors progress to 	<p>Authority and Governance</p> <ol style="list-style-type: none"> The student leader identifies the purpose and function of government, the scope and limits of authority, and the principle of “consent of the governed.” The student leader acknowledges the relationship of power and authority between the student body organization, school staff, school district governing board, and state legislature. The student leader learns the chain of command that exists within their school and their student body organization. The student leader reviews and/or creates a constitution and bylaws for the student body. The student leader contributes to committees and/or councils and recognizes how the committees and/or councils benefit the student leadership team. The student leader acknowledges the right of students to form student clubs and organizations in accordance with district, state, and federal guidelines. <p>Procedures</p> <ol style="list-style-type: none"> The student leader recognizes the ethical and legal implications of following or not following established procedures, rules, regulations, agreements, and contracts. The student leader contributes to the creation of rules, regulations, agreements, and contracts for student-led activities. 	<p>Finance/ Accounting</p> <ol style="list-style-type: none"> The student leader adheres to relevant laws, school board policy, and fiscal accountability guidelines when managing the student body account. The student leader evaluates past budgetary practices and collaborates on creating a working budget for the current term. The student leader tracks income and expenses and identifies profit and loss. The student leader follows student body accounting procedures when performing bookkeeping tasks, making purchases, receiving and disbursing funds, and reimbursing vendors. The student leader maintains accurate and accessible financial documents. The student leader consults the student body on budgetary decisions through the representative process, public meetings, and open fiscal accountability, and spends student body funds for the betterment of the student body. The student leader identifies the various sources of school and student funding, the laws and policies that dictate their allocation, and the structures/channels available for student input and advocacy. <p>Fundraising</p> <ol style="list-style-type: none"> The student leader adheres to relevant laws, school board policies, and fiscal accountability guidelines when selecting appropriate fundraising activities (i.e. state food guidelines, the recommended list of allowable-risk activities, etc.) The student leader performs market research and identifies trends in student purchasing preferences when selecting products and vendors for fundraising purposes. The student leader projects income and expenses within a comprehensive pre-fundraiser evaluation. The student leader orders merchandise and coordinates merchandise design and logistics with vendors. The student leader serves as both a participant and leader in various fundraising activities and employs effective sales techniques. The student leader evaluates each fundraising activity's effectiveness for profitability and efficient use of human and site resources. <p>Marketing</p> <ol style="list-style-type: none"> The student leader recognizes the difference between marketing and advertising. The student leader works collaboratively with the student 	<p>Digital Workspace and Collaboration</p> <ol style="list-style-type: none"> The student leader demonstrates a working knowledge of word processing, spreadsheets, presentations, online forms, and desktop publishing as it relates to their role on the leadership team. The student leader stores work in a shared cloud environment that is accessible to themselves, their leadership team peers, and leadership team educators. The student leader grants view, comment, and/or edit access to files as needed to allow for collaboration with the student leadership team. <p>Digital Citizenship</p> <ol style="list-style-type: none"> The student leader cultivates and manages their digital identity and reputation, and demonstrates awareness of the permanence of their actions in the digital world. The student leader engages in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices. The student leader demonstrates an understanding of and respect for the rights and obligations of using and sharing intellectual property. The student leader manages personal data to maintain digital privacy and security for themselves and for others. <p>Audio/Visual Presentation</p> <ol style="list-style-type: none"> The student leader recognizes the positive role of audio/visual technology in the creation of school events. The student leader creates an inclusive audio/visual environment that is accessible to all audience members.
<p style="text-align: center;">4</p> <p style="text-align: center;">Proficient: <i>The student leader demonstrates proficiency in several aspects of the standard and seeks continued use of the standard to enact their role in the student government, tasks within the course, and involvement within their local community.</i></p> <p style="text-align: center;">“Leaving your Mark”</p>	<p>Public Speaking Student leaders speak in the public arena in formal and informal settings. A variety of verbal and non-verbal factors ensure the success of their</p>	<p>Service Learning Strategies</p> <ol style="list-style-type: none"> The student leader recognizes the difference between service learning and community service. The student leader assesses the needs of the community by reaching out to community leaders and local government. Utilizing academic skills, the student 				

<p style="text-align: center;">3</p> <p style="text-align: center;">Emerging Proficient: <i>The student leader demonstrates knowledge of some aspects of the standard, but knowledge & or use of the standard in practice may be incomplete or unclear. Demonstration of some aspects of standard may have not been attempted or completed in good faith.</i></p> <p style="text-align: center;">“Emerging as a Leader”</p>	<p>communication.</p> <p>Crowd Management Effective group management requires good planning and an awareness of the location and composition of the group.</p> <p>Conflict Resolution Managing groups requires developing and refining skills related to listening, advising, effectively communicating, and seeking outside support as needed.</p> <p>Evaluation and Feedback Effective leaders continually self-evaluate and seek the feedback of outside observers in order to expand their leadership skills.</p> <p>Interpersonal Skills Strong leaders possess exceptional interpersonal skills that focus on active listening, taking the initiative, and collaborating positively.</p>	<p>leader researches various solutions to a local need and integrates academic research into a service learning study.</p> <p>4. The student leader develops and implements a research-based plan of action to address a specific community need.</p> <p>5. The student leader seeks both school and community feedback to evaluate and reflect upon the impact of the project.</p> <p>Community Service 1. The student leader establishes relationships with community leaders and community groups to help address a community need. 2. The student leader participates in a service activity or project to serve a specific need of others. 3. The student leader experiences and recognizes the benefit of serving others. 4. The student leader demonstrates empathy for, and an awareness of social, cultural, and societal norms for diverse locations and populations.</p>	<p>ensure on-time completion.</p> <p>5. The student leader self-evaluates, solicits peer and advisor feedback, and makes adjustments to goals, behavior, and processes as necessary.</p> <p>6. The student leader gives feedback to peers in a positive and constructive manner.</p> <p>Social and Emotional Learning 1. The student leader identifies emotions, thoughts, and values that impact behavior and self-efficacy. 2. The student leader analyzes one's strengths and areas of improvement to develop a validated self-perception, self-competence, and growth mindset. 3. The student leader will practice self-management by regulating thoughts, emotions, and behaviors in various situations as they relate to stress, motivation, discipline, and impulse control. 4. The student leader makes informed decisions about behavior and social interactions that consider the consequences of one's actions and the well-being of oneself and others. 5. The student leader establishes and maintains healthy relationships with the student leadership team, the student body, and adults. 6. The student leader resists inappropriate social pressure. 7. The student leader negotiates conflict constructively. 8. The student leader seeks and offers help when needed. 9. The student leader identifies differing social and cultural norms and then raises awareness of those norms to promote acceptance and inclusion. 10. The student leader acknowledges differing backgrounds (cultural, religious, geographic, special needs, socio-economic, gender identity, sexual orientation) and includes diverse perspectives to promote an inclusive school culture.</p>	<p>3. The student leader follows the established chain of command protocol for the student leadership team, the school, and the school district.</p> <p>Elections and Appointments 1. The student leader can articulate the purpose of a representative government and the workings of a democracy. 2. The student leader campaigns and markets fairly in accordance with the school constitution and bylaws. 3. The student leader practices positive marketing and campaigning. 4. The student leader constructs a campaign speech or presentation and/or participates in an interview process. 5. The student leader chosen to participate on a selection committee shall practice fairness, impartiality, open-mindedness, and confidentiality during and after the selection process.</p> <p>Effective Meetings 1. The student leader utilizes the principles of group dynamics in meeting protocols. 2. The student leader practices Parliamentary Procedure during formal business meetings. 3. The student leader creates relevant agendas and maintains accurate minutes. 4. The student leader utilizes inclusive meeting strategies for brainstorming, prioritizing, and project planning.</p>	<p>leadership team to create a brand and/or marketing message for the student leadership team, the student body, the school, and/or school events.</p> <p>3. The student leader systematically develops and implements a marketing plan to deliver the brand and/or marketing message to the target audience.</p> <p>Advertising 1. The student leader identifies a target audience for each advertisement. 2. The student leader makes sure each advertisement contains all necessary information for the product or event. 3. The student leader creates advertisements that are grammatically correct and visually appealing. 4. The student leader utilizes a variety of techniques and media to deliver the message to the target audience. 5. The student leader demonstrates creative ways to advertise. 6. The student leader experiments with different displays/product placements to produce optimal interest and results. information and comes to life with creativity and sensory appeal.</p> <p>Customer Service 1. The student leader demonstrates the skills and competencies necessary to recognize customer concerns and act to reach a satisfactory solution. 2. The student leader exhibits positive customer interaction skills. 3. The student leader communicates with the public regarding current sales and offerings and develops a forum for customer feedback. 4. The student leader develops and implements crowd management and event safety plans that include a mixture of structural (gates and barriers) and articulated (signage and announcements) strategies. 5. The student leader tracks and archives event participation data to identify trends in event effectiveness and student engagement. 6. The student leader attends to the needs of others in a positive manner in recognizing their role as a representative of the entire student body, school, and community.</p> <p>Business Law 1. The student leader adheres to federal, state, and local tax codes as they relate to student body funds, fundraising, sponsorship, and re-sale permits. 2. The student leader researches and tracks legislative bills and legal proceedings/judgments that may influence student body activities, participation, procedures/codes, fundraising, or accounting. 3. The student leader follows federal and state laws and district policies related to food and beverage sales that take place during the school day.</p>	<p>3. The student leader demonstrates an understanding of the basic functions of a sound system and can set up music and a microphone for any occasion.</p> <p>4. The student leader selects music and other media that are appropriate for the nature of the event, as well as to the values of the school community and the audience present at the event.</p> <p>5. The student leader demonstrates an understanding of the basic setup of an audio/visual presentation and can connect a video source to both an audio and a video projection system.</p> <p>Video and Photography 1. The student leader recognizes the role of video and photography in the promotion of positive school culture. 2. The student leader demonstrates a basic understanding of video and photography skills as they relate to their role on the student leadership team. 3. The student leader includes a diverse cross-section of the student body when creating video or photo presentations to be shared school-wide. 4. The student leader demonstrates an understanding of the law and school/district policy regarding the public sharing of images/videos of minors on social media and in other public forums and works with school administration to protect student privacy. 5. The student leader acknowledges that images/videos of students and staff should never be presented in such a way that would embarrass or humiliate them.</p>
<p style="text-align: center;">2</p> <p style="text-align: center;">Developing an Understanding: <i>The student leader is demonstrating an understanding of some aspects of the standard, but knowledge & or use of the standard in practice is incomplete or unclear. Standard may have not been attempted or completed in good faith.</i></p> <p style="text-align: center;">“Establishing a Foundation”</p>						
<p style="text-align: center;">or N/A Standard Not Measured</p>						