

LS 200: Personalized Digital Leadership Strategic Plan

Criteria	Levels of Achievement				
	Exemplary	Accomplished	Developing	Beginning	Unacceptable
Writing Style/ English Language Conventions	15 Points Submission follows overall assignment guidelines (word count, tone, maintains clear purpose aligned with assignment expectations. Grammatically correct sentences. Punctuation and spelling are accurate.		10 Points Submission follows some guidelines (meets word count; 3-5 instances of inappropriate/informal tone; maintains purpose; but is not clear and/or focused.) Submission contains 1-2 grammatical patterns of error (such as but not limited to): missing/misplaced commas; run-ons; fragments; subject-verb agreement; etc. Intended meaning is clear despite patterns of error.	5 Points Submission does not follow most guidelines (does not meet word count; informal tone; does not maintain purpose; superficial). Submission contains 5 or more grammatical patterns of error. Intended meaning is severely impeded or altered due to severity or frequency of errors.	0 Points No entry
Introduction	30 Points Submission incorporates a single introductory statement of 10 words or less depicting your leadership persona. The introduction also clearly articulates why the specific words were chosen and incorporated into the introductory statement and what the students wants the statement to express to others about their leadership.	20 Points Submission incorporates a single introductory statement of 10 words or less depicting your leadership persona. The introduction also clearly articulates why the specific words were chosen and incorporated into the introductory statement.		10 points Submission incorporates a single introductory statement of 10 words or less depicting your leadership persona. The introduction does not articulate why the specific words were chosen or the intent for others.	0 Points No entry or submission does not meet any of the required components.
Vision	20 Points Submission clearly articulates a vision that depicts what the student expects to accomplish as a result		12 Points Submission expresses a desired outcome associated with the student's leadership and professional development. Vision is more short-term or	5 Points Vision statement is verbose rather than concise. Statement is not focused on the future and/or long-term outcomes resulting from the student's	0 Points No entry, or submission does not include a vision statement as defined for this course.

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	of their leadership and professional development. This is a futuristic, long term, ideal.		narrowly focused on one aspect of leadership or professional development.	leadership or professional development.	
Mission	30Points Submission includes a mission statement that articulates long-term measurable outcomes that the student expects to reach as a result of implementing their Personalized Digital Leadership Strategic Plan. Mission statement incorporates active language that expresses the spirit or manners with which they strive to engage in leadership processes in order to achieve the desired outcomes. Mission statement expressly incorporates how the student's strengths will influence how they engage in leadership processes.		20 Points Submission includes a mission statement that articulates long-term measurable outcomes that the student expects to reach as a result of implementing their Personalized Digital Leadership Strategic Plan. Mission statement expressly incorporates how the student's strengths will influence how they engage in leadership processes. Mission statement does not clearly articulate or incorporate active language that expresses the spirit or manners with which they strive to engage in leadership processes in order to achieve the desired outcomes.	7 Points Submission includes a mission statement that articulates long-term measurable outcomes that the student expects to reach as a result of implementing their Personalized Digital Leadership Strategic Plan. Mission statement does not clearly express how the student's strengths, or any other leadership behaviors will influence their leadership or professional development process.	0 Points No entry, or submission does not include a mission statement as defined for this course.
Values	30 Points The submission includes a section that explains why the vision and mission statements are meaningful to the	20 Points The submission includes a section that explains why the vision and mission statements are meaningful to the student. Specifically, the values section must clearly articulate		10 Points The submission includes a section that explains why the vision and mission statements are meaningful to the student. However, the submission does not specify how values inform their goals or guide their daily	0 Points No entry, or submission does not include any reference to values.

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	student. Specifically, the values section must clearly articulate which core values inform/direct the student's daily actions, leadership behaviors, professional engagements, and desired outcomes.	which core values inform/direct the student's desired leadership or professional goals. However, the submission does not specify how values guide their daily actions, leadership behaviors, professional engagements, and desired outcomes.		actions, leadership behaviors, professional engagements, and desired outcomes.	
SMART Goals	120 Points Submission includes three to five SMART goals that align with the student's leadership and professional development mission and vision. For <u>each</u> SMART goal the student expresses how at least one strength informs that goal. At least one goal that focuses on applying their strengths in manners that foster/support the leadership or professional development of others. One goal focuses on how they plan to influence the development of an ideal environment in which to lead and/or work. SMART goals may be identified as a bulleted statement	95 Points Submission includes three to five SMART goals. For <u>each</u> SMART goal the student expresses how at least one strength informs their goal. At least one goal that focuses on applying their strengths in manners that foster/support the leadership or professional development of others. One goal focuses on how they plan to influence the development of an ideal environment in which to lead and/or work. SMART goals may be identified as a bulleted statement followed by an explanation that connects the student's strengths and values to the goal, or the SMART goal may be incorporated into the document in a more narrative format. However, each SMART goal must be identifiable and stand on their own if removed from the document.	80 Points Submission includes three to five SMART goals. For <u>each</u> SMART goal the student expresses how at least one strength informs their goal. At least one goal that focuses on applying their strengths in manners that foster/support the leadership or professional development of others. The importance of developing an ideal environment is mentioned yet not included as a SMART goal. SMART goals may be identified as a bulleted statement followed by an explanation that connects the student's strengths and values to the goal, or the SMART goal may be incorporated into the document in a more narrative format. However, each SMART goal must be identifiable and stand on their own if removed from the document.	55 Points Submission includes three to five SMART goals. For <u>each</u> SMART goal the student expresses how at least one strength informs their goal. At least one goal expresses that others are important to their leadership process; however, there is no direct discussion of how they will apply their strengths in manners that foster/support the leadership or professional development of others. One goal focuses on how they plan to influence the development of an ideal environment in which to lead and/or work. SMART goals may be identified as a bulleted statement followed by an explanation that connects the student's strengths and values to the goal, or the SMART goal may be incorporated into the document in a more narrative format. However, each SMART goal must be identifiable and stand on their own if removed from the document.	0 points No entry, or submission does not include goals that are written in SMART format and/or incorporate the relevance of others to the leadership and professional development process.

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	<p>followed by an explanation that connects the student's strengths and values to the goal, or the SMART goal may be incorporated into the document in a more narrative format. However, each SMART goal must be identifiable and stand on their own if removed from the document.</p>				
Action Plan	<p>90 Points Submission includes a section that clearly articulates a minimum of two specific tactics that the student will employ in order to apply their strengths in more effective, efficient, or diverse ways that support their vision and/or mission. The student identified two digital tools they would use to help implement their strategic plan. Students also identify who they will include as members of their leadership and professional development network as well as how they will interact/request</p>		<p>65 Points Submission includes a section that clearly articulates a minimum of two specific tactics that the student will employ in order to apply their strengths in more effective, efficient, or diverse ways that support their vision and/or mission. The student identified two digital tools they would use to help implement their strategic plan. Students also identify who they will include as members of their leadership and professional development network yet not express how they will interact/request their engagement/support.</p>	<p>30 Points Submission includes a section that clearly articulates a minimum of two specific tactics that the student will employ in order to apply their strengths in more effective, efficient, or diverse ways that support their vision and/or mission. The student identified two digital tools they would use to help implement their strategic plan. Students does not also identify who they will include as members of their leadership and professional development network or how they will interact/request their engagement/support.</p>	<p>0 Points No entry or the submission does not include any of the components expected to be incorporated into the Action Plan.</p>

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	their engagement/support.				
Conclusion	25 Points Submission expresses the student's perspective on the overall greatest lesson learned about self and the leadership and professional development process. Submission also expresses at least one unanswered question, or specific topic for future exploration that relates to their vision or mission. Student provides at least one statement of advice for future LS 200 students.				0 points Student does not provide a submission or entry does not include a conclusion section.