PERSONAL DEVELOPMENT VALUE RUBRIC

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Explanation	Capstone 4	Milestones		Benchmark 1
		3	2	
Personal Wellness Demonstrates an ability to interpret personal wellness information, make modification(s), develop personal wellness goal(s), and create a strategy for achieving personal wellness goal(s).	Student interprets personal wellness information in terms of one's own personal wellness and identifies the modification(s) needed to pursue personal wellness goals. Student describes making modification(s) for personal wellness and articulates a strategy for achieving personal wellness goal(s).	Student demonstrates ability to interpret personal wellness information in terms of one's own personal wellness and articulates one or more modification(s) that are needed to pursue personal wellness goal(s). Student describes personal wellness goal(s) and implements at least one modification, but does not identify a strategy for reaching personal wellness goal(s).	Student demonstrates an understanding of personal wellness information and begins to interpret personal wellness information in terms of one's own personal wellness. Student begins to articulate personal wellness goal(s) and at least one modification that may be needed for pursuing goal(s).	Student begins to demonstrate an understanding of components of personal wellness, but may be unable to interpret it in terms of one's own personal wellness. Student does not describe personal wellness goal(s).
Decision-Making Demonstrates logical, well-balanced ability to make social, personal, and interpersonal decisions.	Student describes social, personal, and interpersonal decision(s) that are logical and demonstrates balanced thinking of critical thinking and reflective thought. Student considers multiple options and consequences and gives thorough consideration for using the best option, given alternative option(s) and consequence(s).	Student describes social, personal, and interpersonal decision(s) that are not reactionary or emotional but demonstrates some balanced, logical thinking with critical thinking and reflective thought. Student considers more than one option and gives some consideration for consequence(s) of choice.	Student demonstrates social, personal, and interpersonal decision-making that is not entirely reactionary or emotional. Decisions are given some critical thinking and/or reflective thought. Student gives little or no consideration for consequence(s).	Student describes social, personal, and interpersonal decisions that are reactive to situations or entirely emotional and are decided upon without critical thinking and/or reflective thought.
Academic and Professional Goal-Setting Describes personal, academic, and/or professional goal(s) and has developed a plan for achieving goal(s).	Student describes thoughtful, comprehensive personal, academic, and/or professional goal(s) that has a corresponding reasonable, thorough plan for achieving the goal(s).	Student describes personal, academic, or professional goal(s) with depth. Plan for achieving goal(s) is clearly described but may be inconsistent, unreasonable, or incomplete.	Student describes personal, academic, or professional goal(s), but goal(s) may lack clarity and/or complexity. Plan to achieve goal(s) is established.	Student describes consideration for personal, academic, and/or professional goal(s). No demonstrated plan for achieving goal(s) present.
Social and Interpersonal Development Demonstrates the ability to appreciate and empathize with the needs, values, and perspectives of others in relation to self.	Student describes the complexity, and validity of the needs, values, and perspectives of others in relation to self. Student demonstrates deeper appreciation and empathy for others' needs, values, and perspectives in relation to self. Student respects the opinions of others, even when they differ.	Student demonstrates an understanding of the complexity of others' needs, values, and perspectives. Student describes validity of others' needs, values, and perspectives with some relation to self. Student expresses some appreciation and empathy for others' needs, values, and perspectives in relation self. Student gives consideration to the differing opinions of others.	Student describes the needs, values, and perspectives of others with some consideration for the complexity of them. Student shows some understanding of validity of others' needs, and values, and perspectives. Student shows little to no appreciation or empathy for these needs, values, and perspectives of others in relation to self. Student begins to demonstrate acceptance of differing opinions of others.	Student is able to express the needs, values, and perspectives of others but demonstrates little to no understanding of the complexity or validity of them. Student shows little to no understanding of others' needs, values, and perspectives in relation to self. Student may respond negatively or critically to differing opinions of others.
Personal Identity Describes one's self in terms of personal identity, aspects and intersections, and as a part of a larger community.	Student demonstrates understanding of self with multiple personal identity intersections and the complexities of one's self with connections to personal identity and aspects, as well as to larger communities.	Student demonstrates understanding of self in two or more intersections of personal identity and demonstrates complex understanding of the connection of self to a larger community in more that one aspect of personal identity.	Student begins to describe personal identity and its aspects, as well intersections of at least two aspects of personal identity. Student demonstrates some understanding of how self is connected to a larger community in at least one aspect of personal identity.	Student expresses an understanding of self with limited understanding of personal identity and its aspects, and shows little to no understanding of the intersections of personal identity or the connection of self to a larger community.

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DEFINITION

The Virginia Community College System defines a personally developed person as one who strives for physical well-being and emotional maturity. TCC graduates will demonstrate the ability to develop and/or refine personal wellness goals; and develop and/or enhance the knowledge, skills and understanding to make informed academic, social, personal, career, and interpersonal decisions.