

Accountability				
Criteria	Expert	Practitioner	Apprentice	Novice
Demonstrates personal responsibility.	Acknowledges and corrects mistakes, identifying and facing up to problems quickly and directly. Identifies own role in both problem and solution and has/acquires necessary knowledge to correct things.	Acknowledges and corrects mistakes, facing up to problems quickly and directly. Identifies own role in both problem and solution.	Can identify own role in problem but make excuses or want others to “fix it”.	Blames others for problems.
Practices integrity – walks their talk.	Behaviors align with personal beliefs, values, strengths and limitations of self and others. Expresses thoughts and feelings in an honest authentic manner while still maintaining control of emotions and situations.	Behaves in consistent, professional manner. Behavior coincides with beliefs and feelings. Is honest and authentic with others.	Has understanding of own beliefs, values, strengths and limitations of self, others. May not always act accordingly.	Does not have adequate knowledge of own values, beliefs, strengths and limitations of self, others. Therefore, does not necessarily act in ways that are consistent with values and beliefs in various situations. Behavior is often variable.
Effectively prioritizes and manages life and learning goals.	Prioritizes life and learning goals appropriately and acts on those prioritizations. Creates realistic timelines and schedules for projects, follows them, and evaluates progress against schedules and goals achievement.	Prioritizes life and learning goals appropriately and creates timelines and schedules to honor priorities and accomplish goals.	Identifies there are varying levels of urgency but does not effectively apply to their own life and learning goals/issues.	Cannot identify levels of urgency – is too worried or is too blasé resulting in inaction.
Is accountable for deadlines, results, and end products.	Fulfills obligations in the time originally allotted or sooner without requiring supervision and reassurance. Balances quality of work with meeting deadlines.	Fulfills obligations in the time originally allotted, though convinced the quality would improve given time. Minimal supervision and reassurance needed.	Fulfills obligations with occasional requests for more time for completion. Needs some supervision and reassurance.	Sometimes fails to fulfill obligations on time, without prior permission to extend. Needs regular supervision and direction.



College Unbound Lifelong Learning Competencies

<p>Seeks feedback and is open to constructive criticism.</p>	<p>Openly seeks and responds positively to feedback on strengths and weaknesses. Seeks and acquires new competencies, methods, ideas, and information that will improve personal effectiveness.</p>	<p>Welcomes constructive criticism. Asks for and uses feedback to improve performance.</p>	<p>Recognizes the need for feedback in order to improve, but may be uncomfortable with constructive criticism and/or may not apply it.</p>	<p>Avoids feedback and deflects constructive criticism.</p>
<p>Demonstrates preparedness.</p>	<p>Anticipates what additional information may be needed and brings that information to seminar/appointments in addition to the basic requirements.</p>	<p>Brings basic information and/or materials necessary for seminar/appointment.</p>	<p>Occasionally comes to seminar/appointments without the necessary information and/or materials.</p>	<p>Regularly comes to seminar/appointments without the necessary information and/or materials.</p>
<p>Is punctual and honors meeting commitments.</p>	<p>Consistently shows up to seminars/appointments ahead of schedule, leaving room for emergencies.</p>	<p>Is consistently on time for seminars/appointments. Rarely shows up late, and always with notification well ahead of time.</p>	<p>Shows up for all seminars/appointments but may be late without notification.</p>	<p>Does not show up for seminar/appointments and does not notify necessary parties of absence.</p>