

S-420, Student Self-Assessment and Feedback Rubric

Student's Name: _____

Coach's Name: _____

Overview

This Student Self-Assessment and Feedback Rubric provides students with a self-assessment tool and coaches with a standard template for providing feedback.

There are five Core Content Areas (team climate, decision-making, critical thinking, communication, and incident management planning process). In the Rubric, each Core Content Area has a table with criteria for performance behavior, and achievement levels for evaluation. See Tables 1 – 5.

Students

Pre-Course

1. Become familiar with the design of the rubric.
2. Select which achievement level best describes your current level of proficiency.
3. Explain why you rated yourself in this way.
4. Your answers will be provided to your coach and will be used throughout the course to provide you with performance feedback.

During Course

5. Throughout the course, conduct an informal self-assessment using the rubric.

Completion of Course

6. At the end of the course, conduct a final self-assessment for each content area by circling the highest achievement level and underlining the areas that need improvement.

Coaches

1. Coaches should determine a process for selecting the highest achievement level. For example, start with reading the examples of behaviors for the “Competent” Achievement Level and determine if the student fits the criteria. If the student does not fit the “Competent” criteria, then move either up or down the Achievement Levels (reading the example behaviors) to find which level the student attained. If it is still not clear, then focus on the achievement level itself, rather than the example behaviors, to get a clearer picture of the level the student attained.

2. Throughout the course, observe students (on the team) for specific behaviors related to core content areas described in the tables.
3. Make notes as needed.
4. Midway through the course, share observations with students so they have an opportunity to change behavior if needed.

At the end of the course:

5. Assess each student on the core content areas using Tables 1-5; identify the highest level the student achieved and behaviors to improve.
6. Meet with each student individually. Ask the student to share their self-assessment (highest achievement levels and areas to improve). Then provide feedback to the student on your perspective of the highest achievement levels and areas to improve.

Core Content Area – Team Climate

Table 1. Criteria for assessing core content area – team climate.

Course Objectives:	<ul style="list-style-type: none"> • Demonstrate skills to establish and maintain a positive team climate. • Given a simulated event, demonstrate the ability to perform as a Command and General Staff member on a Type 2 Incident Management Team. 			
Performance Behavior:	Actively contributes to building a positive team climate.			
Four Achievement Levels With Examples of Behaviors For Each Level: <i>These are examples of behaviors most likely observed in a person functioning within that particular Achievement Level.</i>	Substandard	Developing	Competent	Exemplary
	<ul style="list-style-type: none"> • Makes minimal effort to establish rapport with team members. • Functions in a singular fashion. 	<ul style="list-style-type: none"> • Attempts to establish rapport with team members. • Offers assistance and encouragement. • Accepts feedback. • Open to new or different ways of performing tasks. 	<ul style="list-style-type: none"> • Projects an approachable image. Invites feedback. • Maintains positive attitude during stressful times. • Willing to learn from others. • Accepting of different backgrounds, experiences, and functional responsibilities. • Strives to empower others. 	<ul style="list-style-type: none"> • Continually pursues opportunities to connect with others. • Demonstrates trust in teammates. • Encourages ongoing collaboration. • Accepts responsibility and owns team performance and results.

Student: What achievement level do you give yourself?

Pre-Course	During Course	Completion of Course
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Why did you rate yourself in this way?

Coaches: What achievement level do you give the student?

During Course	Completion of Course
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Notes:

Core Content Area – Decision-Making

Table 2: Criteria for assessing core content area – decision-making.

Course Objectives:	<ul style="list-style-type: none"> • Demonstrate critical thinking, decision-making, and risk management skills. • Given a simulated event, demonstrate the ability to perform as a Command and General Staff member on a Type 2 Incident Management Team. 			
Performance Behavior:	Contributes positively in the collective decision-making process.			
Four Achievement Levels with Examples of Behaviors For Each Level: <i>These are examples of behaviors most likely observed in a person functioning within that particular Achievement Level.</i>	Substandard	Developing	Competent	Exemplary
	<ul style="list-style-type: none"> • Frequently ignores input from others. • Does not engage in decision-making discussions. 	<ul style="list-style-type: none"> • Attempts to apply critical thinking skills. • Participates willingly in open discussion and planning. 	<ul style="list-style-type: none"> • Demonstrates adaptability to new directions and ideas. • Readily applies or refers to team values in the decision-making process. • Demonstrates forward, solution-driven thinking; not bogged down by setbacks. 	<ul style="list-style-type: none"> • Projects assertiveness not aggressiveness during decision-making conversations. • Clearly articulates their thought process and intent.

Student: What achievement level do you give yourself?

Pre-Course	During Course	Completion of Course
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Why did you rate yourself in this way?

Coaches: What achievement level do you give the student?

During Course	Completion of Course
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Notes:

Core Content Area – Critical Thinking

Table 3: Criteria for assessing core content area – critical thinking.

Course Objectives:	<ul style="list-style-type: none"> Demonstrate critical thinking, decision-making, and risk management skills. Given a scenario, demonstrate the ability to perform as a Command and General Staff member on a Type 2 Incident Management Team. 			
Performance Behavior:	Utilizes and promotes critical thinking during decision-making process.			
Four Achievement Levels with Examples of Behaviors For Each Level <i>These are examples of behaviors most likely observed in a person functioning within that particular Achievement Level.</i>	Substandard	Developing	Competent	Exemplary
	<ul style="list-style-type: none"> Rarely reviews or questions decisions. Primarily displays egocentric thinking. 	<ul style="list-style-type: none"> Works collaboratively with others to analyze team thought process. Attempts to gather all relevant information. 	<ul style="list-style-type: none"> Helps establish open-minded processes of thought; encourages participation. Asks challenging and thought-provoking questions of self and others. Attempts to identify biases that influence decisions. 	<ul style="list-style-type: none"> Questions their own thought process and decisions. Establishes routines for team to question and analyze decisions. Continually asks self, "What am I missing?"

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Pre-Course	During Course	Completion of Course
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Coaches: What achievement level do you give the student?

During Course	Completion of Course
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Notes:

Core Content Area – Communication

Table 4: Criteria for assessing core content area – communication.

Course Objectives:	<ul style="list-style-type: none"> Utilize various communication strategies to develop a common operating picture. Given a simulated event, demonstrate the ability to perform as a Command and General Staff member on a Type 2 Incident Management Team. 			
Performance Behavior:	Utilizes communication strategies that ensure a common operational picture.			
Four Achievement Levels with Examples of Behaviors For Each Level: <i>These are examples of behaviors most likely observed in a person functioning within that particular Achievement Level.</i>	Substandard	Developing	Competent	Exemplary
	<ul style="list-style-type: none"> Lacks minimal level of communication skills necessary in a team setting. Skills such as active listening, asking clarifying questions, and establishing rapport to allow for communication. 	<ul style="list-style-type: none"> Attempts to utilize active listening skills. Communicates with team members in a respectful manner. Utilizes clarifying questions to safeguard against inaccurate communication. 	<ul style="list-style-type: none"> Consistently displays active listening skills. Integrates the Five Communication Responsibilities into their communication practices. Demonstrates positive use of nonverbal communication such as eye contact, proximity, facial expressions, and awareness of the visual cues of others. Utilizes leader’s intent to accurately convey information. Utilizes methods/tools that assist in closing loops. 	<ul style="list-style-type: none"> Establishes a positive team climate based on shared values and expectations for respectful interactions. Maintains effective communication under stress by utilizing clarity, brevity, and composure. Actively engages in tactical pauses. Limits negative feedback.

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Coaches: What achievement level do you give the student?

During Course	Completion of Course
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Notes:

Core Content Area – Incident Management Planning Process

Table 5: Criteria for assessing core content area – Incident Management Planning Process.

Course Objectives:	<ul style="list-style-type: none"> • Demonstrate an understanding of the responsibilities and duties of each Command and General Staff position. • Demonstrate a practical understanding of the Incident Management Operational and Strategic Planning Processes. • Given a simulated even, demonstrate the ability to perform as a Command and General Staff member on a Type 2 Incident Management Team. 			
Performance Behavior:	Contributes positively in the establishment and implementation of the planning process/schedule that will move the team through the life of the incident.			
Four Achievement Levels with Examples of Behaviors for Each Level: <i>These are examples of behaviors most likely observed in a person functioning within that particular Achievement Level.</i>	Substandard	Developing	Competent	Exemplary
	<ul style="list-style-type: none"> • Did not complete the Pre-Work. • Does not adopt an attitude of learning during Tabletop Activities. • Makes minimal effort to participate in team discussions regarding the planning process. 	<ul style="list-style-type: none"> • Completed Pre-Work. • Recognizes functional area responsibilities and inputs. • Offers suggestions in the development of the planning process. • Does not detract from the team process. 	<ul style="list-style-type: none"> • Carries out specific actions related to functional area responsibilities. • Seeks advice from others with expertise. • Meets established periods. 	<ul style="list-style-type: none"> • Looks to assist others once they have completed their tasks. • Suggests new ways if current process is not working. • Demonstrates awareness of personal mannerisms or idiosyncrasies that impede team effectiveness.

Student: What achievement level do you give yourself?

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