# Habits of Leadership Rubric

<table>
<thead>
<tr>
<th>This student-leader is...</th>
<th>The A Student Consistently... (90% of the time)</th>
<th>The B Student Regularly... (75% of the time)</th>
<th>The C Student Sometimes... (50% of the time)</th>
<th>The D/F Student Hardly Ever... (30% of the time)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AWARE</strong></td>
<td>• Looks around and examines surroundings</td>
<td>• Looks around and examines surroundings</td>
<td>• Looks around and examines surroundings</td>
<td>• Looks around and examines surroundings</td>
</tr>
<tr>
<td></td>
<td>• Asks questions</td>
<td>• Asks questions</td>
<td>• Asks questions</td>
<td>• Asks questions</td>
</tr>
<tr>
<td></td>
<td>• Pays attention to how others are acting and reacting</td>
<td>• Pays attention to how others are acting and reacting</td>
<td>• Pays attention to how others are acting and reacting</td>
<td>• Pays attention to how others are acting and reacting</td>
</tr>
<tr>
<td></td>
<td>• Helps others</td>
<td>• Helps others</td>
<td>• Helps others</td>
<td>• Helps others</td>
</tr>
<tr>
<td></td>
<td>• Stays on task</td>
<td>• Stays on task</td>
<td>• Stays on task</td>
<td>• Stays on task</td>
</tr>
<tr>
<td></td>
<td>• Stays involved with school and community</td>
<td>• Stays involved with school and community</td>
<td>• Stays involved with school and community</td>
<td>• Stays involved with school and community</td>
</tr>
<tr>
<td></td>
<td>• Focuses and makes eye contact with speaker(s)</td>
<td>• Focuses and makes eye contact with speaker(s)</td>
<td>• Focuses and makes eye contact with speaker(s)</td>
<td>• Focuses and makes eye contact with speaker(s)</td>
</tr>
<tr>
<td></td>
<td>• Listens before responding</td>
<td>• Listens before responding</td>
<td>• Listens before responding</td>
<td>• Listens before responding</td>
</tr>
<tr>
<td></td>
<td>• Stays conscious of others’ emotions</td>
<td>• Stays conscious of others’ emotions</td>
<td>• Stays conscious of others’ emotions</td>
<td>• Stays conscious of others’ emotions</td>
</tr>
<tr>
<td><strong>OPEN-MINDED/ RESPECTFUL</strong></td>
<td>• Accepts others’ differences</td>
<td>• Accepts others’ differences</td>
<td>• Accepts others’ differences</td>
<td>• Accepts others’ differences</td>
</tr>
<tr>
<td></td>
<td>• Works through disagreements</td>
<td>• Works through disagreements</td>
<td>• Works through disagreements</td>
<td>• Works through disagreements</td>
</tr>
<tr>
<td></td>
<td>• Pays attention to the speaker</td>
<td>• Pays attention to the speaker</td>
<td>• Pays attention to the speaker</td>
<td>• Pays attention to the speaker</td>
</tr>
<tr>
<td></td>
<td>• Considers all points of view and ideas</td>
<td>• Considers all points of view and ideas</td>
<td>• Considers all points of view and ideas</td>
<td>• Considers all points of view and ideas</td>
</tr>
<tr>
<td></td>
<td>• Maintains control of anger level, tone and harshly-intended remarks</td>
<td>• Maintains control of anger level, tone and harshly-intended remarks</td>
<td>• Maintains control of anger level, tone and harshly-intended remarks</td>
<td>• Maintains control of anger level, tone and harshly-intended remarks</td>
</tr>
<tr>
<td></td>
<td>• Gives and receives constructive criticism</td>
<td>• Gives and receives constructive criticism</td>
<td>• Gives and receives constructive criticism</td>
<td>• Gives and receives constructive criticism</td>
</tr>
<tr>
<td></td>
<td>• Does his/her best to see things from a different perspective</td>
<td>• Does his/her best to see things from a different perspective</td>
<td>• Does his/her best to see things from a different perspective</td>
<td>• Does his/her best to see things from a different perspective</td>
</tr>
<tr>
<td></td>
<td>• Shows skill in dealing with difficult or delicate situations, keeping others’ feelings in mind</td>
<td>• Shows skill in dealing with difficult or delicate situations, keeping others’ feelings in mind</td>
<td>• Shows skill in dealing with difficult or delicate situations, keeping others’ feelings in mind</td>
<td>• Shows skill in dealing with difficult or delicate situations, keeping others’ feelings in mind</td>
</tr>
<tr>
<td><strong>REFLECTIVE</strong></td>
<td>• Gives feedback</td>
<td>• Gives feedback</td>
<td>• Gives feedback</td>
<td>• Gives feedback</td>
</tr>
<tr>
<td></td>
<td>• Thinks before speaking and expresses thoughts completely</td>
<td>• Thinks before speaking and expresses thoughts completely</td>
<td>• Thinks before speaking and expresses thoughts completely</td>
<td>• Thinks before speaking and expresses thoughts completely</td>
</tr>
<tr>
<td></td>
<td>• Can summarize</td>
<td>• Can summarize</td>
<td>• Can summarize</td>
<td>• Can summarize</td>
</tr>
<tr>
<td></td>
<td>• Stays focused</td>
<td>• Stays focused</td>
<td>• Stays focused</td>
<td>• Stays focused</td>
</tr>
<tr>
<td></td>
<td>• Journals nightly</td>
<td>• Journals nightly</td>
<td>• Journals nightly</td>
<td>• Journals nightly</td>
</tr>
<tr>
<td></td>
<td>• Asks questions for clarification</td>
<td>• Asks questions for clarification</td>
<td>• Asks questions for clarification</td>
<td>• Asks questions for clarification</td>
</tr>
</tbody>
</table>

Materials developed by Sofi Frankowski, teacher, Fremont High School and Southeast Raleigh High Schools in California in conjunction with Dan Cotton, Ina Sakaguchi and Bob Grover, Fremont High School (Sunnyvale, CA).
<table>
<thead>
<tr>
<th>This student-leader is...</th>
<th>The Student Consistently...</th>
<th>The Student Regularly...</th>
<th>The Student Sometimes...</th>
<th>The Student Hardly Ever...</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ORGANIZED</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is prepared for class</td>
<td>Is prepared for class</td>
<td>Is prepared for class</td>
<td>Is prepared for class</td>
<td></td>
</tr>
<tr>
<td>Stays on top of things</td>
<td>Stays on top of things</td>
<td>Stays on top of things</td>
<td>Stays on top of things</td>
<td></td>
</tr>
<tr>
<td>Is efficient</td>
<td>Is efficient</td>
<td>Is efficient</td>
<td>Is efficient</td>
<td></td>
</tr>
<tr>
<td>Keeps thought flow and speech in order</td>
<td>Keeps thought flow and speech in order</td>
<td>Keeps thought flow and speech in order</td>
<td>Keeps thought flow and speech in order</td>
<td></td>
</tr>
<tr>
<td>Writes down all assignments</td>
<td>Writes down all assignments</td>
<td>Writes down all assignments</td>
<td>Writes down all assignments</td>
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</tr>
<tr>
<td>Is composed</td>
<td>Is composed</td>
<td>Is composed</td>
<td>Is composed</td>
<td></td>
</tr>
<tr>
<td>Manages time well</td>
<td>Manages time well</td>
<td>Manages time well</td>
<td>Manages time well</td>
<td></td>
</tr>
<tr>
<td>Is neat when required</td>
<td>Is neat when required</td>
<td>Is neat when required</td>
<td>Is neat when required</td>
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</tr>
<tr>
<td></td>
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</tr>
<tr>
<td><strong>RESPONSIBLE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is on time</td>
<td>Is on time</td>
<td>Is on time</td>
<td>Is on time</td>
<td></td>
</tr>
<tr>
<td>Does his/her work</td>
<td>Does his/her work</td>
<td>Does his/her work</td>
<td>Does his/her work</td>
<td></td>
</tr>
<tr>
<td>Takes initiative</td>
<td>Takes initiative</td>
<td>Takes initiative</td>
<td>Takes initiative</td>
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<tr>
<td>Stays on task</td>
<td>Stays on task</td>
<td>Stays on task</td>
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<td>Stays on top of things</td>
<td>Stays on top of things</td>
<td>Stays on top of things</td>
<td>Stays on top of things</td>
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</tr>
<tr>
<td>Helps others</td>
<td>Helps others</td>
<td>Helps others</td>
<td>Helps others</td>
<td></td>
</tr>
<tr>
<td>Follows through with what he/she begins</td>
<td>Follows through with what he/she begins</td>
<td>Follows through with what he/she begins</td>
<td>Follows through with what he/she begins</td>
<td></td>
</tr>
<tr>
<td>Puts forth effort to go above and beyond minimum</td>
<td>Puts forth effort to go above and beyond minimum</td>
<td>Puts forth effort to go above and beyond minimum</td>
<td>Puts forth effort to go above and beyond minimum</td>
<td></td>
</tr>
<tr>
<td>Uses good judgment</td>
<td>Uses good judgment</td>
<td>Uses good judgment</td>
<td>Uses good judgment</td>
<td></td>
</tr>
<tr>
<td>Sets a good example for others</td>
<td>Sets a good example for others</td>
<td>Sets a good example for others</td>
<td>Sets a good example for others</td>
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</tr>
<tr>
<td></td>
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</tr>
<tr>
<td><strong>AN EFFECTIVE COMMUNICATOR</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Gives everyone a chance to speak</td>
<td>Gives everyone a chance to speak</td>
<td>Gives everyone a chance to speak</td>
<td>Gives everyone a chance to speak</td>
<td>Gives everyone a chance to speak</td>
</tr>
<tr>
<td>Listens before speaking</td>
<td>Listens before speaking</td>
<td>Listens before speaking</td>
<td>Listens before speaking</td>
<td>Listens before speaking</td>
</tr>
<tr>
<td>Has good social skills</td>
<td>Has good social skills</td>
<td>Has good social skills</td>
<td>Has good social skills</td>
<td>Has good social skills</td>
</tr>
<tr>
<td>Presents ideas clearly</td>
<td>Presents ideas clearly</td>
<td>Presents ideas clearly</td>
<td>Presents ideas clearly</td>
<td>Presents ideas clearly</td>
</tr>
<tr>
<td>Articulates</td>
<td>Articulates</td>
<td>Articulates</td>
<td>Articulates</td>
<td>Articulates</td>
</tr>
<tr>
<td>Speaks at an appropriate volume</td>
<td>Speaks at an appropriate volume</td>
<td>Speaks at an appropriate volume</td>
<td>Speaks at an appropriate volume</td>
<td>Speaks at an appropriate volume</td>
</tr>
<tr>
<td>Presents self with composure</td>
<td>Presents self with composure</td>
<td>Presents self with composure</td>
<td>Presents self with composure</td>
<td>Presents self with composure</td>
</tr>
<tr>
<td>Avoids vague words</td>
<td>Avoids vague words</td>
<td>Avoids vague words</td>
<td>Avoids vague words</td>
<td>Avoids vague words</td>
</tr>
<tr>
<td>Stays on topic</td>
<td>Stays on topic</td>
<td>Stays on topic</td>
<td>Stays on topic</td>
<td>Stays on topic</td>
</tr>
<tr>
<td>Breaks things down on everyone’s level</td>
<td>Breaks things down on everyone’s level</td>
<td>Breaks things down on everyone’s level</td>
<td>Breaks things down on everyone’s level</td>
<td>Breaks things down on everyone’s level</td>
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<td>Asks questions for clarification</td>
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<td>Controls thought flow and speech</td>
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<td>Controls thought flow and speech</td>
<td>Controls thought flow and speech</td>
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<td>Pays attention to speaker(s)</td>
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<td>Pays attention to speaker(s)</td>
<td>Pays attention to speaker(s)</td>
</tr>
<tr>
<td>Shows skill in dealing with difficult or delicate situations, keeping others’ feelings in mind</td>
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