

STAR METHOD REFLECTION PROMPT

Prove you are developing written communication skills with a strong example.

Using the STAR method, provide a specific example of a time during your *Level UP!* experience that proves you developed and used written communication skills. Imagine that you are describing the example to an employer or graduate/professional school interviewer that you want to impress. Be sure to provide relevant details and include the following elements:

Situation	Describe a specific situation with details of four elements: who, what, where, and when. Include details like the specific course, assignment/project details, timeframe, team members involved, and what other commitments that you had at the time.
Task	Focus on two elements: what needed to be done and why. Describe in detail the challenge, goal, or project you were responsible for accomplishing.
Action	Elaborate on two elements: what you did and how you did it. If you were part of a team, remember to focus on your role and unique contributions. This is a good place to highlight the career skill that you developed as well as software, key theories, etc. within your major.
Result	First, provide evidence of a positive outcome of your actions. What happened? What did you accomplish? What did you learn? Try to include information (numbers, grade on project, evaluation feedback) that verifies your accomplishment. Second, summarize how the career skill helped you achieve the result.

Insert your response below:

Situation	
Task	
Action	
Result	

STAR METHOD REFLECTION RUBRIC

Select the level of attainment for each indicator or dimension of the STAR Method structure that matches best. When giving feedback to students, provide the rating, an explanation for why the rating was chosen, and detailed feedback about how the student can improve to the next level in the future.

Note: Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (level one) level performance.

INDICATOR	FULLY ARTICULATES (4)	PARTIALLY ARTICULATES (3)	SOMEWHAT ARTICULATES (2)	INSUFFICIENTLY ARTICULATES (1)
Situation	Clearly details the background and provides a context for how the competency was developed during the high impact practice. Includes specific information such as who was involved, what was the situation, where did this take place, and when.	Partially describes the situation but neglects to include key information. Includes at least two of the: who, what, where and when elements.	Begins to describe the situation. Only fully describes one of the: who, what, where and when elements.	Provides limited or no details of the situation
Task	Clearly describes the purpose/challenge that was faced including what needed to be done and why this was the goal. Provides specific information.	Clearly describes one element – what needed to be done or why this was the goal but not both. Includes some key details that allow one to understand the goal.	Somewhat describes one element - what need to be done or why this was the goal but not both. Lacks key details that allow one to fully understand the task.	Insufficiently describes what needs to be accomplished in terms of the purpose, challenge or goal.
Action	Clearly describes the two elements - what was done and how it was done. Includes specific details like software used, timeframe and obstacles encountered, Uses “I” language to convey what individual role was if a team was involved. Highlights how the competency was developed during the high impact practice.	Clearly describes one element of the action – either what was done or how it was done – but not both. Inconsistently uses “I” language to convey individual role.	Partially describes one element of the action – either what was done or how it was done – but not both. Uses “we” rather than “I” so it is difficult to tell the individual role.	Action can be deduced but is not explicitly stated.
Result	Clearly describes the outcome of the action includes specific information (like numbers/percentages) to prove results such as grade on project, cost savings, recognition, accomplishments. Focuses on what was learned and summarizes how the career competency was instrumental in the accomplishment.	Approaches the outcome but doesn’t present enough supporting details to convince one of the result. Reflects on only one element - either what was learned or how the competency played into the result.	Summarizes the experience but doesn’t clearly include the outcome.	Result or outcome is not included at all.