New RA Application - Short Answer Rubric

Scoring

Using the rubric on the following page, a committee of Residential Living and Learning staff members will score the five competency-based short answer questions. The committee will use the following directions:

- Candidates can receive a maximum of 25 points, or 6 points per question.
- Each question has 3 associated goals, each worth a different amount of points.
  - Entry level goals are worth 1 point.
  - Intermediate goals are worth 2 points.
  - Advanced goals are worth 3 points.
- Either full points or no points must be awarded for each goal
  - Candidates cannot receive half points
  - Candidates cannot receive partial points.
  - i.e. For the entry goal, student can receive 1 or 0 points. For the intermediate goal, students can receive 2 or 0 points. For the advanced goal, students can receive 3 or 0 points.

Competencies

For your convenience, we have included brief descriptions of each competency. For more detailed information, please refer to the RA Position Description.

- Role Model: RAs will recognize the responsibility and accountability that comes with leading and mentoring others in the community.
- Peer Educator: RAs will serve as a key resource for community members, making appropriate and timely referrals for student success.
- Community Builder: RAs will utilize intentional interactions and staff support to build a strong network of connected residents.
- Critical Thinker: RAs will solve problems and make decisions with an ethical and informed mindset, valuing the administrative responsibility of serving as an RA.
- Leader: RAs will practice leadership through authentic and relational actions, recognizing that leadership is a process and the outcome is positive change for the greater community.
<table>
<thead>
<tr>
<th>Competency</th>
<th>Entry Goal (+1 points)</th>
<th>Intermediate Goal (+2 points)</th>
<th>Advanced Goal (+3 points)</th>
<th>Points Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role Model</td>
<td>Candidate demonstrated a basic understanding of the RA role</td>
<td>Candidate illustrated understanding of how RAs can help residents find success at Clemson</td>
<td>Candidate thoughtfully imagined themself in the RA role</td>
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<tr>
<td>Peer Educator</td>
<td>Candidate identified a problem</td>
<td>Candidate clearly stated what they learned</td>
<td>Candidate summarized how they would share what they learned with peers</td>
<td></td>
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<tr>
<td>Community Builder</td>
<td>Candidate provided their own definition of “community”</td>
<td>Candidate articulated the importance of community</td>
<td>Candidate connected the idea of community to the college student experience</td>
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<tr>
<td>Critical Thinker</td>
<td>Candidate identified a problem.</td>
<td>Candidate outlined steps to resolve their stated problem.</td>
<td>Candidate explained the significance of their stated problem.</td>
<td></td>
</tr>
<tr>
<td>Leader</td>
<td>Candidate identified an idea that they questioned/challenged</td>
<td>Candidate shared the impact of questioning/challenging this idea on themselves or others</td>
<td>Candidate explained the importance of questioning/challenging the stated idea</td>
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</tr>
<tr>
<td><strong>Total Score</strong></td>
<td></td>
<td></td>
<td></td>
<td>(25 possible)</td>
</tr>
</tbody>
</table>