

**Take Wing Alaska**  
**Alaska Humanities Forum**  
**Student Personal Mission Video Rubric**

Student's Name: \_\_\_\_\_ Date of Video: \_\_\_\_\_

Mission Statement Version: Initial \_\_\_\_\_ Junior year \_\_\_\_\_ Senior Year \_\_\_\_\_

<b>Category</b>	<b>1: Far to go</b>	<b>2: Getting there</b>	<b>3: Almost there</b>	<b>4: Clearly there</b>
<b>Cultural identity</b>	Does not indicate that his/her cultural identity is an asset.	Shows some knowledge of and participation in his/her cultural heritage but is not explicit in how it serves as an asset.	Acknowledges his/her cultural background and notes its general value in the past, present, and/or future.	Shows a strong knowledge of his/her cultural background and is explicit about how it operates in his/her life and how it can remain an asset throughout life
<b>Personal identity</b>	Does not exhibit self knowledge nor an understanding of self empowerment.	Acknowledges his/her personal identity either in the context of the community or as an individual, but not in both contexts.	Indicates a strong sense of self with one example of how his/her personality and being have led to self actualization.	Indicates a strong sense of who s/he is in relation to him/herself as well as others; provides examples of how that identity serves in helping him/her accomplish goals, both as an individual and a member of the community.
<b>Confidence in Western settings</b>	Does not indicate knowledge of or comfort in	Demonstrates knowledge of Western protocols	Demonstrates one or two skills in navigating in	Demonstrates skills in navigating several

	any settings in urban Alaska.	or customs but does not demonstrate skills in using them.	one or two settings in urban Alaska.	settings in urban Alaska.
<b>Confidence in post-secondary education settings</b>	Does not indicate knowledge of or comfort in any situations in post-secondary educational settings.	Demonstrates knowledge of Western protocols or customs related to college or post-secondary training but does not demonstrate skills in using them.	Demonstrates one or two skills in navigating in one or two situations likely to be encountered in college or post-secondary training.	Demonstrates skills in navigating several situations likely to be encountered in college or post-secondary training.
<b>External supports</b>	Does not indicate that s/he has, knows of, or knows how to access any external supports that will help him/her in PSE.	Acknowledges that external supports can be helpful in PSE, but does not yet indicate that s/he is in a situation in which support is available.	Describes one or two external supports that will help him/her in PSE.	Describes a number of external supports that will help him/her in PSE, and explains how s/he will use them.
<b>Internal supports</b>	Does not indicate that s/he has at his/her disposal any personal strengths, skills, or knowledge that will help him/her in PSE.	Lists some personal strengths, skills, and areas of knowledge that would be helpful in PSE, but does not yet indicate that s/he is in possession of them.	Describes one or two areas of strength, skill, or knowledge that will help him/her in PSE.	Describes a number of personal strengths, skills and areas of knowledge that will help him/her be successful in PSE, and describes how these will be helpful.