



/10	independently by the individual (what <u>they</u> did even when describing a group task – avoids using “we”).		behaviour (50-70%).	including the rationale (the “why”), and links these to the professional skill.
RESULTS  /10	Describes in general terms <b>what happened</b> as a result of the actions.	EVERYTHING UNDER “BEGINNING” AND  Describes a result that <b>seems to address</b> the situation or task.	EVERYTHING UNDER “DEVELOPING” AND  Describes <b>evidence that the result was successful</b> . How did other’s respond?	EVERYTHING UNDER “ACCOMPLISHED” AND  Explains in detail the impact or result of the individual’s actions with regard to the situation or task. Describes what was learned as a result, and what might be done differently next time. Explains how their learning could be applied to other situations or contexts.
*WRITING  /10	Uses common English vocabulary correctly. Uses common English grammar correctly.	EVERYTHING UNDER “BEGINNING” AND  Successfully imitates sentence structure in sample STAR stories.	EVERYTHING UNDER “DEVELOPING” AND  Consistently uses a level of language that is appropriate to the professional purpose of the reflection.	EVERYTHING UNDER “ACCOMPLISHED” AND  Gives vivid enough detail that events in the reflection can be seen and heard in the mind.
TOTAL	/50			

\*Writing is included because the purpose of CamSTAR is to help you *clearly communicate* how you have demonstrated professional skills through the use of STAR stories.

# Sample STAR Story

This example checks all the boxes in the CamSTAR Checklist. We recommend you use this and other examples in the Tables of Professional Skills, Behaviours and Examples.

## **S – Situation**

E.g. In Winter term 2019, during my Anthropology 104 course at Camosun College I participated as part of a team tasked with organizing a display for a complex, dynamic community event.

## **T – Task**

E.g. I demonstrated **teamwork** when I coordinated my group’s communication plan.

## **A – Action**

E.g. This involved working with the Royal BC Museum, chefs at the Songhees Wellness Centre, and students in the Culinary Arts program at Camosun, and required us to adapt and **adjust our plan to be in line with ongoing changes, requirements, goals, and deadlines**. My group was responsible for researching and creating a display on one element of traditional Coast Salish food sovereignty. I organized and chaired several meetings and communicated through Trello, email and text messages to ensure everything was ready to go. Stress levels were high as there were a few last-minute changes from one of the community partners. I quickly organized a video conference with the team and we came up with an idea to replace the objects that were no longer available from an outside source. I sent out a list of resources and suggested we work together to pool the necessary resources which everyone was willing to do. I found a workspace and we met and made what we needed as a group just in time for the day of the event.

## **R– Result**

E.g. The instructor was aware of the challenges we faced and was impressed by our creativity, resourcefulness and especially our ability to work as a team to get the work done. I learned that clear communication channels are critical when dealing with unexpected changes, as well as organizational skills and dedication. I believe I was instrumental in helping my team organize an event for the museum that was very well received and that allowed us to achieve top marks.

SEE MORE SAMPLE STAR STORIES IN [Table of Professional Skills, Behaviours and Examples](#).