

		Artifact Blind Review	Rating Scale for Academic Work-- Seniors in last course, SW 482 (see rubric attached)	students will score at or above the 2.0 level-- "Competent"	Multi-Level Assessment, and the Reflection Paper all were below benchmark	notice a problem in writing about diversity and writing, in general.	and grading rubrics for consistency
		3. ACAT	3. Items on Standardized Test-- Seniors in their final course SW 482	Overall score will be above the 50 th percentile	ACAT score was at the 34 th percentile in the summer of 2011	The ACAT overall score is a function of the qualities of the individual learners; this class was a weaker class than usual. However, we continue to be concerned.	2. Consider formative portfolio 3. Revise portfolio assessment instrument
		4. Direct Measure/ Field Evaluation, completed by supervisor	4. Item on Field Evaluation-- seniors for SW 488, after ½ of field placement, and final at SW 489—6 questions	100% of students will score at or above the 2.0 level— "Competent"	100% of students scored at or above the benchmark	Within boundaries.	1. Monitor ACAT scores 2. Examine diversity content in courses to ensure breadth and depth

Comments: **Our assessment cycle ends in August. What I am reporting here are the data that were completed for 2010-2011. I can report only Pre- data or incomplete data at this time. Therefore, I am submitting information that was gathered AFTER the last university assessment report in 2010-2011.**

B. Follow-up (closing the loop) on results and activities from previous assessment cycles. In this section, please describe actions taken during this cycle that were based on, or implemented to address, the results of assessment from previous cycles.

A. What SLO(s) did you address? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO last assessed?	C. What were the recommendations for change from the previous assessment?	D. Were the recommendations for change acted upon? If not, why?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
Ethics	2010-2011	Additional coursework	Yes.	All portfolio artifacts except the Personal Reflection Paper were problematic. We intend to: 1. Make sure that ethical considerations are included in the assignments for the portfolio; 2. Revise the rubrics used to assess the portfolio artifacts.

Comments: **Please see the attached summary of frequencies for Competence 2.1.2. The actual success of the additional coursework in raising the ACAT percentile and the portfolio frequencies for the Theory Paper, SSD, Multi-Level Assessment, and the Agency Assessment probably will not be fully realized until the data from 2011-2012 is completed in August, 2012.**

Rating Scale for Evaluation of Performance Criteria in Written Academic Content – **AGENCY ASSESSMENT ASSIGNMENT**

Department of Social Work

Colorado State University - Pueblo

Portfolio # _____

Reviewer Initials: _____

Instructions for Rating Students on the 10 Competencies in the Evaluation of written or oral academic content:

The standard by which a student is to be compared is that of a new beginning-level social worker. The 10 competencies that are specified in this evaluation form are those established by our national accrediting organization (the Council on Social Work Education). Under each competency statement are several items that we ask that you rate according to the following criteria, in general. Developed criteria appear for each practice behavior.

3	The student exceeds expectations for students in this area
2	The student meets the expectations for students in this area
1	The student does not met the expectations for students in this area
NA	Not applicable; content is absent or not observed (may not be present in each assignment—so note)

Comments may be made under any competency statement, if desired. Please be sure to indicate those areas in which you think the student is particularly strong and those areas that need improvement. This process is completed through blind review of collected artifacts from field.

Circle the area that most closely describes your assessment of the field portfolio artifact.

Competence #1: Student identifies as a professional social worker and conducts himself/herself accordingly.

1.1	Advocates for client access to the services of social work (Emphasis on recognizing opportunities)	Thoroughly and accurately identifies and explains opportunities for advocacy activities.	Identifies and explains advocacy opportunities with some degree of inaccuracy.	Identification and explanation of advocacy activities is insufficient.
1.3	Attends to professional roles and boundaries	Identifies role and boundary issues and demonstrates appropriate management of them.	Identifies role and boundary issues but has difficulty managing them OR has difficulty identifying them but when pointed out knows how to manage them.	Has difficulty identifying role and boundary issues and is unclear about how to manage them OR demonstrates lack of clarity and competence in both areas.
1.4	Demonstrates professional demeanor in behavior, appearance, and communication (Emphasis on written communication, grammar, etc.)	Writes clearly and uses appropriate terminology and grammar.	Usually uses appropriate terminology and grammar but writing skills need work; OR writes clearly but fails to use appropriate terminology or correct	Writing skills are rudimentary.

			grammar.	
1.6	Uses supervision and consultation effectively	Recognizes need to ask for and receive effective supervision.	May recognize need for feedback but has difficulty accepting it; OR is reluctant to ask for feedback until situation demands it.	Does not recognize need to ask for assistance; fails to make use of feedback provided.

Competence #2: Student applies social work ethical principles to guide his or her professional practice.

		Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations
2.2	Makes ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles	Identifies the Code of Ethics primary areas of responsibility and can identify concerns within each area, using them to make ethical decisions	Identifies the Code of Ethics primary areas of responsibility, and usually applies them to decision-making	Lacks awareness of the full range of responsibilities contained within the Code of Ethics
2.3	Tolerates ambiguity in resolving ethical conflicts	Recognizes that resolution of ethical conflicts may not result in clearly defined outcomes	Resolves ethical conflicts but continues to struggle with perceived ambiguities in resolution	Tends to see resolution of ethical conflict in concrete oppositional terms

2.4	Applies strategies of ethical reasoning to arrive at principled decisions	Uses ethical problem-solving model as a matter of practice when dilemmas or potential dilemmas arise	Uses ethical problem-solving model with some degree of inaccuracy or lack of depth	Difficulty in using and/or understanding ethical problem-solving model
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Competence #3: Student applies critical thinking to inform and communicate professional judgments.

		Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations
3.1	Distinguishes, appraises, and integrates multiple sources of knowledge, including research-based knowledge and practice wisdom	Uses deductive or inductive reasoning to arrive at principled decisions; Relies on credible sources of information but maintains a critical attitude toward them; Assignment shows personal creativity and curiosity as well as reasoned thought	Occasionally needs assistance in using logic and scientific inquiry to gather and/or assess information; Relies solely on credible sources of information, accepting them without question; Assignment shows some creativity but is largely based on critical analysis	Frequently needs assistance in using logic and scientific inquiry to gather and/or assess information; Relies on personal experience rather than credible sources; Assignment shows little creativity or curiosity; critical thinking is at a minimum

3.2	Analyzes models of assessment, prevention, intervention, and evaluation	Demonstrates generation of outcomes, options, and consequences; Demonstrates multiple forms of information-gathering with thoroughness; Critically analyzes complex material and explains content	Demonstrates generation of outcomes, options, and consequences but with weaknesses in one or more areas; Information-gathering skills show a pattern of reliance on a few sources; Analyzes complex material only partially and may have difficulty explaining content	Has difficulty generating outcomes, options, or consequences; Information-gathering skills focus on only the client as the primary source; Has difficulty analyzing and explaining complex material
3.10	Demonstrates effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues (Emphasis on use of APA Style, grammar, etc.)	Demonstrates accurate, error-free usage of APA style and writing throughout the given document	Demonstrates APA style and appropriate writing with few errors	Demonstrates inability to use APA consistently and accurately, and writing skills are inadequate

Competence #4: Student engages diversity and difference in practice.

		Exceeds Expectations	Meets Expectations	Doesn't Meet
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				Expectations
4.1	Recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	Explains how diversity impacts life experiences of self and client	Explains how diversity impacts life experiences, either in self or client with some level of inaccuracy or lack of depth	Does not explain the impact of diversity on life experiences
4.4	Views self as learner and engages those with whom they work as informants	Indicates self-awareness of need to continue to seek information regarding "difference" from those with whom they work in a holistic way	Evidences self as a learner and attempts to seek information from those with whom they work in discrete situations	Views self as an expert

Competence #5: Student advances human rights and social and economic justice.

		Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations
5.1	Understands the forms and mechanisms of oppression and discrimination (Emphasis on "explains")	Thoroughly and correctly identifies and explains the forms and mechanisms of oppression and discrimination	Identifies explains the forms and mechanisms of oppression and discrimination with some inaccuracy or lack	Has difficulty identifying and/or explaining the forms and mechanisms of oppression and discrimination

			of depth	
5.2	Advocates for human rights and social and economic justice (Emphasis on recognizing opportunities for advocacy)	Recognizes basic human rights	Recognizes some basic human rights	Does not recognize basic human rights
5.3	Engages in practices that advance social and economic justice (Emphasis on “develops strategies that advance social and economic justice”)	Demonstrates thorough and accurate development of strategies that advance social and economic justice	Demonstrates development of strategies that advance social and economic justice with some inaccuracy or lack of depth	Has difficulty developing strategies that advance social and economic justice

Competence #6: Student engages in research-informed practice and practice-informed research.

		Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations
6.1	Uses practice experience to inform scientific inquiry	Thoroughly and accurately uses practice experience to inform research	Uses practice experience to inform research with some inaccuracy or lack of depth	Has difficulty using practice experience to inform research
6.2	Uses research evidence to inform practice	Thoroughly and	Develops	Has difficulty

	(Develops evidence-based practice questions)	accurately develops evidence-based practice questions	evidence-based practice questions slight inaccuracy or lack of depth	developing evidence-based practice questions
6.2	Uses research evidence to inform practice (Identifies program evaluation)	Accurately and thoroughly designs program evaluation	Designs program evaluation with slight inaccuracy or lack of depth	Has difficulty designing program evaluation
6.2	Uses research evidence to inform practice (Identifies research findings to improve practice, policy, and social service delivery)	Uses research findings to improve practice, policy, and social service delivery	Uses research findings to improve practice, policy, and social service delivery with slight inaccuracy or lack of depth	Has difficulty using research findings to improve practice, policy, and social service delivery
6.2	Uses scientific and ethical approaches to building knowledge	Uses scientific and ethical approaches to building knowledge	Uses scientific and ethical approaches to building knowledge with slight inaccuracy or lack of depth	Has difficulty using scientific and ethical approaches to building knowledge
6.2	Evaluates current literature utilizing a scientific and ethical approach	Evaluates current literature including ethical concerns and	Evaluates current literature with slight inaccuracy	Has difficulty evaluating current literature

		limitations	or lack of depth	
6.2	Explains the link between theory and practice	Accurately and thoroughly explains the link between theory and practice	Explains the link between theory and practice with slight inaccuracy or lack of depth	Struggles to explain the link between theory and practice; explain may be inaccurate, shallow, inconsistent, etc.

Competence #7: Student applies knowledge of human behavior and the social environment.

		Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations
7.1	Utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation	Thoroughly and accurately uses conceptual frameworks to guide the processes of assessment, intervention, and evaluation	Uses conceptual frameworks to guide the processes of assessment, intervention, and evaluation with slight inaccuracy or lack of depth	Has difficulty using conceptual frameworks to guide the processes of assessment, intervention, and evaluation
7.2	Critique and apply knowledge to understand person and environment	Accurately and thoroughly identifies systemic strengths in systems of all	Identifies systemic strengths in systems of all sizes with slight	Has difficulty identifying systemic strengths

	(Identifies systemic strengths in systems of all sizes)	sizes	inaccuracy or lack of depth	in systems of all sizes
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Competence #8: Student engages in policy practice to advance social and economic well-being and to deliver effective social work services.

8.1	Analyze, formulate, and advocate for policies that advance social well-being (Explains the effects of social policy on service delivery systems)	Thoroughly and accurately explains the effects of policy on service delivery systems	Explains the effects of policy on service delivery systems with slight inaccuracy or lack of depth	Has difficulty explaining the effects of policy on service delivery systems
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Rating Scale for Evaluation of Performance Criteria in Written Academic Content – **MULTI-LEVEL ASSESSMENT**

Department of Social Work

Colorado State University - Pueblo

Portfolio # _____

Reviewer Initials: _____

Instructions for Rating Students on the 10 Competencies in the Evaluation of written or oral academic content:

The standard by which a student is to be compared is that of a new beginning-level social worker. The 10 competencies that are specified in this evaluation form are those established by our national accrediting organization (the Council on Social Work Education). Under each competency statement are several items that we ask that you rate according to the following criteria, in general. Developed criteria appear for each practice behavior.

3	The student exceeds expectations for students in this area
2	The student meets the expectations for students in this area
1	The student does not met the expectations for students in this area
NA	Not applicable; content is absent or not observed (may not be present in each assignment—so note)

Comments may be made under any competency statement, if desired. Please be sure to indicate those areas in which you think the student is particularly strong and those areas that need improvement. This process is completed through blind review of collected artifacts from field.

Circle the area that most closely describes your assessment of the field portfolio artifact.

Competence #1: Student identifies as a professional social worker and conducts himself/herself accordingly.

		Exceeds Expectations 3	Meets Expectations 2	Doesn't Meet Expectations 1
1.1	Advocates for client access to the services of social work	Designs and carries out advocacy activities.	Either designs OR carries out advocacy activities.	Either design OR carrying out of activities is poorly done.
1.4	Demonstrates professional demeanor in behavior, communication, and appearance. (Emphasis here on communication.)	Writes clearly and uses appropriate terminology and grammar.	Usually uses appropriate terminology and grammar but writing skills need work; OR writing is clear but fails to use appropriate terminology or correct grammar.	Writing skills are rudimentary.

Competence #2: Student applies social work ethical principles to guide his or her professional practice.

		Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations
2.2	Makes ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles	Identifies the Code of Ethics' primary areas of responsibility and can identify concerns within each area, using them to make ethical decisions	Identifies the Code of Ethics' primary areas of responsibility, and attempts to apply them to decision-making	Lacks awareness of the full range of responsibilities contained within the Code of Ethics
2.4	Applies strategies of ethical reasoning to arrive at principled decisions	Uses ethical problem-solving model as a matter of practice	Uses ethical problem-solving model with assistance	Difficulty in using and/or understanding ethical problem-solving model

Competence #3: Student applies critical thinking to inform and communicate professional judgments.

		Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations
3.1	Distinguishes, appraises, and integrates multiple sources of knowledge, including research-based knowledge and practice wisdom	Uses deductive or inductive reasoning to arrive at principled decisions; Assignment shows personal creativity and curiosity as well as reasoned thought	Occasionally uses logic and scientific inquiry to gather and/or assess information; Assignment shows some creativity but is largely based on	Needs assistance in using logic and scientific inquiry to gather and/or assess information; Assignment shows little creativity or curiosity; critical thinking is at a minimum

			critical analysis	
3.2	Analyzes models of assessment, prevention, intervention, and evaluation (Emphasis on assessment here)	Assessments show depth, breadth, and meaning-making; Demonstrates multiple forms of information-gathering with thoroughness	Assessments are absent a critical factor; Information-gathering skills show a pattern of reliance on a few sources	Assessments tend to be “surface” materials without depth and/or breadth and/or meaning-making; Information-gathering skills focus on only the client as the primary source
3.3	Demonstrates effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues (Emphasis on APA style as written communication)	Demonstrates accurate, error-free usage of APA style throughout the given document	Usually demonstrates APA style with few errors	Demonstrates inability to use APA consistently and accurately

Competence #4: Student engages diversity and difference in practice.

		Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations
4.1	Recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	Explains how diversity impacts life experiences of self and client	Occasionally fails to explain how diversity impacts life experiences, either in self or client	Typically fails to explain the impact of diversity on life experiences

4.3	Recognizes and communicates her or his understanding of the importance of difference in shaping life experiences	Recognizes and communicates importance of difference in shaping life experiences	Usually recognizes and communicates importance of difference in shaping life experiences	Occasionally fails to recognize and/or communicate importance of difference in shaping life experiences
4.4	Views self as learner and engages those with whom they work as informants	Indicates self-awareness of need to continue to seek information regarding “difference” from those with whom they work in a holistic way	Evidences self as a learner and attempts to seek information from those with whom they work in discrete situations	Views self as an expert

Competence #5: Student advances human rights and social and economic justice.

		Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations
5.1	Understands the forms and mechanisms of oppression and discrimination (Emphasis on “explains”)	Identifies and explains the forms and mechanisms of oppression and discrimination	Identifies some forms and mechanisms of oppression and discrimination	Fails to identify the forms and mechanisms of oppression and discrimination
5.2	Advocates for human rights and social and economic justice (Emphasis on recognizes opportunities for advocacy)	Recognizes basic human rights	Recognizes some basic human	Does not recognize basic

			rights	human rights
5.3	Engages in practices that advance social and economic justice (Emphasis on development of strategies)	Demonstrates development of strategies that advance social and economic justice	Demonstrates partial development of strategies that advance social and economic justice	Has difficulty developing strategies that advance social and economic justice

Competence #6: Student engages in research-informed practice and practice-informed research.

		Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations
6.1	Uses practice experience to inform scientific inquiry (Emphasis on “explains” the link between theory and practice)	Uses scientific and ethical approaches to building knowledge	Uses either scientific or ethical approaches to building knowledge	Has difficulty using either scientific or ethical approaches to building knowledge
6.2	Uses research evidence to inform practice (Emphasis on “evaluates” current literature utilizing a scientific and ethical approach)	Evaluates current literature including ethical concerns and limitations	Evaluates current literature with recognition of ethical concerns	Has difficulty evaluating current literature

Competence #7: Student applies knowledge of human behavior and the social environment.

7.1	Utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation (Emphasis on assessment and appropriate theories)	Accurately applies theories of biological variables, social variables, cultural variables, psychological variables, and spiritual development across the lifespan	Applies theories of biological variables, social variables, cultural variables, psychological variables, and spiritual development across the lifespan with some inaccuracy	Has difficulty applying theories of biological variables, social variables, cultural variables, psychological variables, and spiritual development across the lifespan
7.2	Critiques and applies knowledge to understand person and environment (Emphasis on assessment)	Develops an accurate and comprehensive multi-level assessment	Develops a multi-level assessment that is not fully comprehensive and/or has some inaccuracy	Does not develop a comprehensive or accurate assessment

Competence #10: Student engages, assesses, intervenes and evaluates with individuals, families, groups, organizations, and communities.

		Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations
10.1	Collects, organizes, and interprets client data	Thoroughly and accurately gathers information for assessment and intervention	Gathers information for assessment and intervention, but may omit some elements	Gathers either inaccurate or inadequate information for assessment and intervention
10.2	Assesses client strengths and limitations	Accurately and comprehensively identifies client strengths and limitations	Identifies and uses client strengths and limitations with some level of inaccuracy or incompleteness	Does not identify client strengths both accurately and comprehensively
10.3	Develops mutually-agreed-upon intervention goals and objectives (Emphasis on writing SMART goals)	Develops SMART goals selected jointly with client	Goals may not be fully SMART and/or may not be jointly-selected	Goals are inadequate and/or incorrect
10.4	Selects appropriate intervention strategies	Interventions selected flow from the assessment and goals	Interventions selected are not as closely related to assessment and goals as ideally would be	Selected interventions are inappropriate for assessment and goals

Rating Scale for Evaluation of Performance Criteria in Written Academic Content – **PERSONAL REFLECTION ASSIGNMENT**

Department of Social Work

Colorado State University - Pueblo

Portfolio # _____

Reviewer Initials: _____

Instructions for Rating Students on the 10 Competencies in the Evaluation of written or oral academic content:

The standard by which a student is to be compared is that of a new beginning-level social worker. The 10 competencies that are specified in this evaluation form are those established by our national accrediting organization (the Council on Social Work Education). Under each competency statement are several items that we ask that you rate according to the following criteria, in general. Developed criteria appear for each practice behavior.

3	The student exceeds expectations for students in this area
2	The student meets the expectations for students in this area
1	The student does not met the expectations for students in this area
NA	Not applicable; content is absent or not observed (may not be present in each assignment—so note)

Comments may be made under any competency statement, if desired. Please be sure to indicate those areas in which you think the student is particularly strong and those areas that need improvement. This process is completed through blind review of collected artifacts from field.

Circle the area that most closely describes your assessment of the field portfolio artifact.

Competence #1: Student identifies as a professional social worker and conducts himself/herself accordingly.

		Exceeds Expectations 3	Meets Expectations 2	Doesn't Meet Expectations 1
1.2	Practices personal reflection and self-correction to assure continual professional development	Is highly self-aware and demonstrates ongoing self-awareness.	Is somewhat self-aware; seems unsure about self-identifying and self-correcting.	Low level of self-awareness; has difficulty either self-identifying and/or accepting feedback from others.
1.3	Attends to professional roles and boundaries	Identifies role and boundary issues and demonstrates appropriate management of them.	Identifies role and boundary issues but has difficulty managing them OR has difficulty identifying them but when pointed out knows how to manage them.	Has difficulty identifying role and boundary issues and is unclear about how to manage them OR demonstrates lack of clarity and competence in both areas.
1.4	Demonstrates professional demeanor in behavior, appearance, and communication	Writes clearly and uses appropriate terminology and grammar.	Uses appropriate terminology and grammar but public writing skills need work;	Writing skills are rudimentary.

	(Emphasis on written communication)		OR writes clearly but fails to use appropriate terminology or correct grammar.	
1.5	Engages in career-long learning (Emphasis on a professional development plan)	Has a plan for career-long learning	Evidences a plan to attend a workshop or seminar	No evidence of career-long learning plan

Competence #2: Student applies social work ethical principles to guide his or her professional practice.

		Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations
2.1	Makes ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles	Identifies the Code of Ethics primary areas of responsibility and can identify concerns within each area, using them to make ethical decisions	Identifies the Code of Ethics primary areas of responsibility, and usually applies them to decision-making	Lacks awareness of the full range of responsibilities contained within the Code of Ethics
2.2	Recognizes and manages personal values in a way that allows professional values to guide practice	Recognizes potential conflicts between personal and	Recognizes potential conflicts between personal and	Difficulty in separating personal and professional values

		professional values and manages them well	professional values most of the time and is usually able to separate them	
2.3	Tolerates ambiguity in resolving ethical conflicts	Recognizes that resolution of ethical conflicts may not result in clearly defined outcomes	Resolves ethical conflicts but continues to struggle with perceived ambiguities in resolution	Tends to see resolution of ethical conflict in concrete oppositional terms

Competence #3: Student applies critical thinking to inform and communicate professional judgments.

		Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations
3.3	Demonstrates effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues (Emphasis on APA Style and grammar, etc.)	Demonstrates accurate, error-free usage of APA style throughout the given document and writing is free of errors	Usually demonstrates APA style with few errors and writing has minimal errors	Demonstrates inability to use APA consistently and accurately and writing is inadequate

Competence #4: Student engages diversity and difference in practice.

		Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations
4.1	Recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	Fully explains how diversity impacts life experiences of self and client	Explains partially how diversity impacts life experiences, either in self or client	Does not explain the impact of diversity on life experiences
4.4	Views self as learner and engages those with whom they work as informants	Indicates self-awareness of need to continue to seek information regarding "difference" from those with whom they work in a holistic way	Evidences self as a learner and attempts to seek information from those with whom they work in discrete situations	Views self as an expert

Competence #5: Student advances human rights and social and economic justice.

		Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations
5.1	Understands the forms and mechanisms of oppression and discrimination (Emphasis on explanation)	Correctly identifies and explains the forms and mechanisms of oppression and discrimination	Identifies the forms and mechanisms of oppression and discrimination but explanation is weak	Does not identify or explain the forms and mechanisms of oppression and discrimination

5.2	Advocates for human rights and social and economic justice	Recognizes basic human rights	Recognizes some basic human rights	Does not recognize basic human rights
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Competence #7: Student applies knowledge of human behavior and the social environment.

		Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations
7.2	Critiques and applies knowledge to understand person and environment (Emphasis on recognition of self as a system)	Consistently recognizes self as one system of interaction	Usually recognizes self as one system of interaction	Does not recognize self as one system of interaction

Competence #10: Student engages, assesses, intervenes and evaluates with individuals, families, groups, organizations, and communities.

		Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations
10.12	Facilitates transitions and endings (Emphasis on preparing client(s) for termination, including referral)	Adequately prepares client(s) for termination, including referral	Prepares client(s) for termination, including referral, but not in a timely manner	Inadequately prepares client(s) for termination, including referral

Rating Scale for Evaluation of Performance Criteria in Written Academic Content – SINGLE SUBJECT DESIGN ASSIGNMENT

Department of Social Work

Colorado State University - Pueblo

Portfolio # _____

Reviewer Initials: _____

Instructions for Rating Students on the 10 Competencies in the Evaluation of written or oral academic content:

The standard by which a student is to be compared is that of a new beginning-level social worker. The 10 competencies that are specified in this evaluation form are those established by our national accrediting organization (the Council on Social Work Education). Under each competency statement are several items that we ask that you rate according to the following criteria, in general. Developed criteria appear for each practice behavior.

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NA	Not applicable; content is absent or not observed (may not be present in each assignment—so note)

Comments may be made under any competency statement, if desired. Please be sure to indicate those areas in which you think the student is particularly strong and those areas that need improvement. This process is completed through blind review of collected artifacts from field.

Circle the area that most closely describes your assessment of the field portfolio artifact.

Competence #1: Student identifies as a professional social worker and conducts himself/herself accordingly.

		Exceeds Expectations 3	Meets Expectations 2	Doesn't Meet Expectations 1
1.2	Practices personal reflection and self-correction to assure continual professional development	Is highly self-aware and demonstrates ongoing self-awareness activities.	Is somewhat self-aware; takes direction from others better than self-identifying and self-correcting.	Low level of self-awareness; has difficulty either self-identifying and/or accepting feedback from others.
1.4	Demonstrates professional demeanor in behavior, appearance, and communication (Emphasis on written communication)	Writes clearly and uses appropriate terminology and grammar.	Usually uses appropriate terminology and grammar but writing skills need work; OR writes clearly but fails to use appropriate terminology or correct grammar.	Writing skills are rudimentary.

Competence #2: Student applies social work ethical principles to guide his or her professional practice.

		Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations
2.4	Applies strategies of ethical reasoning to arrive at principled decisions	Uses ethical problem-solving model as a matter of practice when dilemmas or potential dilemmas arise	Uses ethical problem-solving model with assistance	Difficulty in using and/or understanding ethical problem-solving model

Competence #3: Student applies critical thinking to inform and communicate professional judgments.

		Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations
3.1	Distinguishes, appraises, and integrates multiple sources of knowledge, including research-based knowledge and practice wisdom	Uses deductive or inductive reasoning to arrive at principled decisions; Relies on credible sources of information but maintains a critical attitude toward	Needs assistance in using logic and scientific inquiry to gather and/or assess information; Relies solely on credible sources of information,	Does not use logic and scientific inquiry to gather and/or assess information; Relies on personal experience rather than creditable sources; Assignment shows little creativity or curiosity; critical thinking is at a minimum

		them; Assignment shows personal creativity and curiosity as well as reasoned thought	accepting them without question; Assignment shows some creativity but is largely based on critical analysis	
3.2	Analyzes models of assessment, prevention, intervention, and evaluation (Emphasis on practice evaluation)	Demonstrates multiple forms of information-gathering with thoroughness; Critically analyzes complex material and explains content	Information-gathering skills show a pattern of reliance on a few sources; Analyzes complex material only partially and may have difficulty explaining content	Information-gathering skills focus on only the client as the primary source; Has difficulty analyzing and explaining complex material
3.3	Demonstrates effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues (Emphasis on APA style, grammar, etc.)	Demonstrates accurate, error-free usage of APA style throughout the given document and writing is free of errors	Demonstrates APA style with few errors and writing has minimal errors	Does not APA consistently and accurately and writing skills are weak

Competence #4: Student engages diversity and difference in practice.

		Exceeds Expectations	Meets Expectations	Doesn't Meet
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				Expectations
4.1	Recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	Fully explains how diversity impacts life experiences of self and client	Partially explains how diversity impacts life experiences, either in self or client	Does not explain the impact of diversity on life experiences

Competence #5: Student advances human rights and social and economic justice.

		Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations
5.1	Understands the forms and mechanisms of oppression and discrimination (Emphasis on "explains")	Identifies and explains the forms and mechanisms of oppression and discrimination	Identifies the forms and mechanisms of oppression and discrimination but may not identify all and/or explanation is not thorough or is inaccurate	Does not identify or explain the forms and mechanisms of oppression and discrimination
5.2	Advocates for human rights and social and economic justice (Emphasis on recognizing potential for advocacy)	Recognizes basic human rights and social or economic injustice	Recognizes some basic human rights and social or economic	Does not recognize basic human rights or social or economic

			injustice	injustice
5.3	Engages in practices that advance social and economic justice (Emphasis on development of strategies)	Demonstrates full development of strategies that advance social and economic justice	Demonstrates partial development of strategies that advance social and economic justice	Does not develop strategies that advance social and economic justice

Competence #6: Student engages in research-informed practice and practice-informed research.

		Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations
6.1	Uses practice experience to inform scientific inquiry	Uses practice experience to inform research in a comprehensive manner	Uses practice experience to inform research in a less comprehensive manner	Had difficulty using practice experience to inform research
6.2	Uses research evidence to inform practice (Emphasis on development of evidence-based practice questions)	Thoroughly develops evidence-based practice questions	Incompletely develops evidence-based practice questions	Has difficulty developing evidence-based practice questions
6.2	Uses research evidence to inform practice	Designs practice	Designs practice	Has difficulty

	(Emphasis on design of practice evaluation (SSR))	evaluation (SSR) accurately and thoroughly	evaluation (SSR) with less accuracy and thoroughness than ideal	designing practice evaluation (SSR)
6.2	Uses research evidence to inform practice (Emphasis on identification of research findings to improve practice, policy, and social service delivery)	Uses research findings to improve practice, policy, and social service delivery	Identifies but does not comprehensively use research findings to improve practice, policy, and social service delivery	Has difficulty using research findings to improve practice, policy, and social service delivery
6.2	Uses research evidence to inform practice (Emphasis on use of quantitative and qualitative research methods where appropriate)	Uses quantitative research methods where appropriate	Uses quantitative research methods where appropriate but does not explain choice	Has difficulty using quantitative research methods and in recognizing their appropriateness
6.2	Uses research evidence to inform practice (Emphasis on evaluation of current literature utilizing a scientific and ethical approach)	Thoroughly and accurately evaluates current literature including ethical concerns and limitations	Inadequately evaluates current literature	Does not accurately or thoroughly evaluating current literature
6.2	Uses research evidence to inform practice (Emphasis on explaining the link between theory and practice)	Thoroughly and adequately explains the link between	Explains the link between theory and practice with	Struggles to explain the link between theory

		theory and practice	some inadequacy	and practice; explain may be inaccurate, shallow, inconsistent, etc.
6.2	Uses research evidence to inform practice (Emphasis on conducting research and presenting written findings in ethical manner)	Conducts research and disseminates findings in ethical manner	Conducts research and disseminates findings in ethical manner, with a gap in either thoroughness or accuracy	Has difficulty conducting research and disseminating findings in ethical manner

Competence #7: Student applies knowledge of human behavior and the social environment.

		Exceeds Expectations	Meets Expectations	Doesn't Meet
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				Expectations
7.1	Utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation	Accurately uses conceptual frameworks to guide the processes of assessment, intervention, and evaluation	Uses conceptual frameworks to guide the processes of assessment, intervention, and evaluation but with some lack of accuracy and/or depth	Does not use conceptual frameworks to guide the processes of assessment, intervention, and evaluation

Competence #10: Student engages, assesses, intervenes and evaluates with individuals, families, groups, organizations, and communities.

		Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations
10.4	Collects, organizes, and interprets client data	Thoroughly and accurately gathers information for assessment and intervention	Gathers information for assessment and intervention, but may omit some elements	Gathers either inaccurate or inadequate information for assessment and intervention
10.12	Critically analyzes, monitors, and evaluates interventions (Utilizes ongoing assessment and outcome	Utilizes ongoing assessment and outcome evaluations in order to assure appropriate	Utilizes ongoing assessment and outcome evaluations in order to	Does not utilize ongoing assessment and

	evaluations in order to assure appropriate interventions)	interventions	assure appropriate interventions with some inaccuracy or incompleteness	outcome evaluations in order to assure appropriate interventions
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Rating Scale for Evaluation of Performance Criteria in Written Academic Content – **THEORY PAPER**

Department of Social Work

Colorado State University - Pueblo

Portfolio # _____

Reviewer Initials: _____

Instructions for Rating Students on the 10 Competencies in the Evaluation of written or oral academic content:

The standard by which a student is to be compared is that of a new beginning-level social worker. The 10 competencies that are specified in this evaluation form are those established by our national accrediting organization (the Council on Social Work Education). Under each competency statement are several items that we ask that you rate according to the following criteria, in general. Developed criteria appear for each practice behavior.

3	The student exceeds expectations for students in this area
2	The student meets the expectations for students in this area
1	The student does not met the expectations for students in this area
NA	Not applicable; content is absent or not observed (may not be present in each assignment—so note)

Comments may be made under any competency statement, if desired. Please be sure to indicate those areas in which you think the student is particularly strong and those areas that need improvement. This process is completed through blind review of collected artifacts from field.

Circle the area that most closely describes your assessment of the field portfolio artifact.

Competence #1: Student identifies as a professional social worker and conducts himself/herself accordingly.

		Exceeds Expectations 3	Meets Expectations 2	Doesn't Meet Expectations 1
1.7	Demonstrates professional demeanor in behavior, appearance, and communication (Emphasis on written communication)	Writes clearly and uses appropriate terminology and grammar.	Uses appropriate terminology and grammar but writing skills need work; OR writes clearly but fails to use appropriate terminology or correct grammar.	Writing skills are rudimentary.

Competence #2: Student applies social work ethical principles to guide his or her professional practice.

		Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations
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2.4	Applies strategies of ethical reasoning to arrive at principled decisions	Uses ethical problem-solving model as a matter of practice when dilemmas or potential dilemmas arise	Uses ethical problem-solving model with some level of inaccuracy or lack of depth	Difficulty in using and/or understanding ethical problem-solving model
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Competence #3: Student applies critical thinking to inform and communicate professional judgments.

		Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations
3.1	Distinguishes, appraises, and integrates multiple sources of knowledge, including research-based knowledge and practice wisdom	Uses deductive or inductive reasoning to arrive at principled decisions; Relies on credible sources of information but maintains a critical attitude toward them; Assignment shows personal creativity and curiosity as well as reasoned thought	Occasionally needs assistance in using logic and scientific inquiry to gather and/or assess information; Relies solely on credible sources of information, accepting them without question; Assignment shows some creativity but is largely based on critical analysis	Frequently needs assistance in using logic and scientific inquiry to gather and/or assess information; Relies on personal experience rather than credible sources; Assignment shows little creativity or curiosity; critical thinking is at a minimum

3.3	Demonstrates effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues (Emphasis is on use of APA style, grammar, etc.)	Demonstrates accurate, error-free usage of APA style and writing throughout the given document	Demonstrates APA style and writing with few errors	Demonstrates inability to use APA consistently and accurately and writing skills are rudimentary
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Competence #4: Student engages diversity and difference in practice.

		Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations
4.1	Recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	Explains how diversity impacts life experiences of self and client	Explains how diversity impacts life experiences, either in self or client with slight inaccuracy or lack of depth	Fails to explain the impact of diversity on life experiences

Competence #5: Student advances human rights and social and economic justice.

		Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations
5.1	Understands the forms and mechanisms of oppression and	Thoroughly and accurately identifies	Identifies and explains the forms	Fails to identify the forms and

	discrimination (Emphasis on “explains”)	and explains the forms and mechanisms of oppression and discrimination	and mechanisms of oppression and discrimination with slight inaccuracy or lack of depth	mechanisms of oppression and discrimination
5.2	Advocates for human rights and social and economic justice (Recognizes the potential for advocacy for human rights and social and economic justice)	Recognizes basic human rights	Recognizes some basic human rights	Does not recognize basic human rights

Competence #6: Student engages in research-informed practice and practice-informed research.

6.1	Uses practice experience to inform scientific inquiry (Uses scientific and ethical approaches to building knowledge)	Thoroughly and accurately uses scientific and ethical approaches to building knowledge	Uses scientific and ethical approaches to building knowledge with slight inaccuracy or lack of depth	Has difficulty using scientific and ethical approaches to building knowledge
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6.2	Uses research evidence to inform practice (Evaluates current literature utilizing a scientific and ethical approach)	Thoroughly and accurately evaluates current literature including ethical concerns and limitations	Evaluates current literature with slight inaccuracy or lack of depth	Has difficulty evaluating current literature
6.2	Uses research evidence to inform practice (Explains the link between theory and practice)	Thoroughly and accurately explains the link between theory and practice	Explains the link between theory and practice with slight inaccuracy or lack of depth	Struggles to explain the link between theory and practice; explain may be inaccurate, shallow, inconsistent, etc.

Competence #7: Student applies knowledge of human behavior and the social environment.

		Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations
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7.1	Uses conceptual frameworks to guide the processes of assessment, intervention, and evaluation	Thoroughly and accurately uses conceptual frameworks to guide the processes of assessment, intervention, and evaluation	Uses conceptual frameworks to guide the processes of assessment, intervention, and evaluation with slight inaccuracy or lack of depth	Does not use conceptual frameworks to guide the processes of assessment, intervention, and evaluation
7.2	<p>Critiques and applies knowledge to understand person and environment</p> <p>(Applies theories of biological variables, social variables, cultural variables, psychological variables, and spiritual development across the lifespan)</p>	Thoroughly and accurately applies theories of biological variables, social variables, cultural variables, psychological variables, and spiritual development across the lifespan	Applies theories of biological variables, social variables, cultural variables, psychological variables, and spiritual development across the lifespan slight inaccuracy or lack of depth	Does not apply theories of biological variables, social variables, cultural variables, psychological variables, and spiritual development across the lifespan

7.2	<p>Critiques and applies knowledge to understand person and environment</p> <p>(Recognizes theory as a guide from assessment to intervention)</p>	<p>Thoroughly and accurately recognizes theory as a guide from assessment to intervention</p>	<p>Recognizes theory as a guide from assessment to intervention with slight inaccuracy or lack of depth</p>	<p>Does not recognize theory as a guide from assessment to intervention</p>
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Competence #10: Engage, asses, intervene, and evaluate with individuals, families, groups, organizations, and communities.

10.8	Implements prevention interventions that enhance client capacities (Links interventions to theoretical model appropriate for client system)	Thoroughly and accurately links interventions to theoretical model appropriate for client system	Links interventions to theoretical model appropriate for client system with slight inaccuracy or lack of depth	Does not link interventions to theoretical model appropriate for client system
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