Appendix 8.3: Rubrics

Critical Thinking Rubric (used in all foundation core classes)
FO3 & F04 – Rubric in SW 603
FO5 – Rubric in SW 602
FO6 – Rubrics in SW 604 & SW 605
FO7 – Rubrics in SW 601 & SW 619
FO8 – Rubric in SW 622
FO9 – Rubric in SW 626

AO1, AO3 – Rubric in SW 640
AO2, AO3, AO4 – Rubric in SW 641
AO3 – Rubrics in SW 673, 674
AO4, AO5 – Rubric in SW 668
AO5 – Rubric in SW 669
AO6, AO7 – Rubric in SW 677

Rubric for Critical Thinking
Kent School of Social Work - University of Louisville

The Student	1 Not Fulfilled	2 Minimally Fulfilled	3 Partially Fulfilled	4 Mostly Fulfilled	5 Completely Fulfilled	Score
Demonstrates recognition of problem or question	No discernible thesis or does not identify and state the nature of the problem or the related issue(s). Represents the issues inaccurately or inappropriately.	The thesis states and identifies the main question, but does not explain why or how it is a problem or question. Represents the issues accurately and appropriately.	The thesis identifies the main question and subsidiary aspects of a question. Articulates an understanding of the scope of the problem and the related issue(s) involved.	Thesis articulates some understanding of the scope of the problem and issues involved. Identifies at least one embedded or implicit issue and addresses its relationship to the issue.	Thesis articulates a thorough understanding of the scope of the problem and issue(s) involved. Identifies multiple embedded or implicit issues, addressing their relationships to the thesis.	
Uses reasoning, arguments, and evidence	Does not develop an argument based on available information or evidence. Does not identify the key assumptions and/or evaluate the given information that underlies the issue.	Applies relevant thinking skills (e.g. comparing, classifying, abstraction, analyzing, criticizing) in presenting information but without clear reference to context, assumptions, data, and evidence.	Applies relevant thinking skills (e.g. comparing, classifying, abstracting, analyzing, criticizing, evaluating) in presenting information with reference to context, assumptions, data, and evidence. Suggests implications and consequences but without development.	Applies relevant thinking skills (e.g. comparing, classifying, abstracting, analyzing, criticizing, evaluating) in presenting information with reference to context, assumptions, data, and evidence. Develops at least one solution by suing some available or applicable information. Identifies and clearly discusses at least one implication and consequence by considering at least one various relevant assumption, context, datum, and evidence.	Applies relevant thinking skills in presenting information. Develops multiple solutions by using all available and applicable information. Identifies and clearly discusses multiple implications and consequences by considering various relevant assumptions, contexts, data, and evidence.	
Draws conclusions based on reasons, arguments, and evidence	Conclusions are not provided. Fails to reflect, identify or develop implications, consequences and conclusions.	Conclusions are provided, but without discussion of implications or consequences. Little or no reflective thought is provided with regard to the assertions or to the key relationships between the other elements such as context, assumptions, or data and evidence.	Conclusions are stated and discussed. Implications and consequences of the conclusion are reflected in context, relative to assumptions, and supporting evidence.	Stated conclusions are based on a thorough examination of evidence, a clear explanation of reasonable alternatives, or an evaluation of possible consequences. Reflection develops and challenges solutions by using some relevant information and some discussion of the consequences of the conclusions.	Stated conclusions are based on a thorough examination of evidence, a clear explanation of reasonable alternatives, and an evaluation of possible consequences. Reflection develops and challenges solutions by using a variety of relevant information and analysis of the consequences of conclusions.	
Shows awareness of multiple points of view	Does not acknowledge other possible perspectives or that other options were considered in developing the solution.	Acknowledges other possible perspectives although they are not clearly stated or developed.	Acknowledges and states other salient perspectives and positions that are important to the analysis of the issue.	Acknowledges, clearly states, and develops at least one response to other salient perspectives and positions that are important to the analysis of the issue.	Acknowledges, clearly states, and develops multiple responses to other salient perspectives and positions that are important to the analysis of the issue.	

Student Name: **SW Course #**   **Assignment/Date:**   **Total Score**

603 Human Diversity Rubric

FO3: Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

FO4: Analyze the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.

The Writer	1	2	3	4	5
Describes his/her cultural group in regards to values, norms, and beliefs. (PO4)	Cultural group not described	Cultural group described without discussion of values, beliefs & norms	Cultural group described in regards to only either values, beliefs, or norms	Cultural group described in regards to two of the following: values, beliefs, or norms	Cultural group described in regards to values, beliefs, and norms
Describes how race, class, and power have influenced/determined cultural group's values, norms, and beliefs (PO4)	Influence of race, class, and power are not described	Influence of race, class, and/or power are minimally described	Only Influence of race, class, or power are described	Influence of any two of the following are described: race, class, or power	Fully discusses the influences of race, class and power on determining cultural group's values, norms & beliefs
Describes his/her family of origin's adaptation to these values, norms, and beliefs (PO4)	No description of family of origin, their adaptation to cultural values, beliefs, or norms	Minimal description of family of origin, their adaptation to cultural values, beliefs, or norms	Description of family of origin and some discussion of their adaptation to cultural values, beliefs, or norms	Description of family of origin and some discussion of their adaptation to cultural values, beliefs, or norms with specific examples	Description of family of origin and full discussion of their adaptation to cultural values, beliefs, or norms with specific examples
Describes his/her individual cultural sense of identity and meaning. (PO4)	Provides no description	Provides no description other than a chronology of life events	Identifies own sense of cultural identity and provides at least one example of its basis	Identifies own sense of cultural identity and provides a couple of examples of its basis	Identifies own sense of cultural identity with several examples and its basis
Analyzes his/her values, beliefs, and norms with that of his/her cultural group, and family of origin (PO4)	Identification of values, beliefs and norms made only-no analysis made	Identification of values, beliefs and norms made only- minimal analysis made	Analysis made between values and beliefs and norms of cultural group and family of origin but not with own values	Analysis made with one's values and either own cultural group or family of origin but not both	Analysis made with own values, beliefs, and norms and that of cultural group and family of origin with comparisons & contrasts
Identifies impact of his/her cultural identity on his/her role and ethical responsibilities as a social worker, especially in relation to working with client systems (as specified) (PO4)	No impacts identified	Minimal impacts identified	Impacts identified have no relation to role and responsibility of working as a social worker	Impacts identified are on target in regards to roles and responsibilities	Impacts identified are on target and discussed as they relate to working with client systems
Addresses his/her understanding of the forms and mechanisms of oppression and discrimination that client(s) (as specified)experience (PO4)	Mechanisms of oppression are not addressed/identified	Minimal identification of mechanisms of oppression	Mechanisms of oppression are addressed but not discussed in a manner that it is clear that they are understood	A general understanding of mechanisms of oppression is provided	An understanding of mechanisms of oppression is articulated and related specifically to experiences of client systems
Applies strategies of advocacy and social change for a more just outcome (PO3)	No discussion of application of strategies	One or more strategies are identified but not applied	One or more strategies are identified but applied incorrectly/minimally/ Unclearly	One or more strategies are identified, applied but expected outcomes not discussed	Relevant strategies are applied and expected outcomes discussed
Discusses ways to conduct his/her social work practice in regards to client (s) (as specified) without discrimination/ oppression. (PO3)	No discussion of social work practice without discrimination/ oppression	Minimal discussion of social work practice without discrimination/ oppression	Discussion of social work practice but no discussion of practicing without discrimination/oppression	Discussion of social work practice with general statements about practicing without discrimination/ oppression	Discussion of specific strategies for practice

SW 602 Rubric / Outgroup Presentation & Paper
FO5: Interpret and synthesize the history of the social work profession and its contemporary structures and issues

Criteria	Low Performance 1	2	Acceptable Performance 3	4	High Performance 5
Evidence of Group Communication.	Both paper and presentation indicate sub-division of tasks to individuals not leading to integrated group thinking or conclusions.		Contrast and comparison clearly indicates integration of readings and group thinking and conclusions.		Evidence of high level of integration of readings including multiple cultural, economic, political, legal and socio-demographic factors.
Gathers & Assesses Relevant Information.	Provides only minimal review of information available, perhaps utilizing either required or outside readings only.		Provides and evaluates multiple sources of information, including both required and outside readings. Demonstrates the skill of assessing which readings are most relevant.		Broad and in-depth review of sources of information, including those from more than one system of thought. Understands the concepts of both significance and relevance.
Logic of Arguments.	Falls prey to "historical review" of subject only and/or uses sources that are shallow and/or one sided in perspective. Little or no discussion of factors that influence policy or the role of social work.		Discusses and evaluates several factors – cultural, economic, demographic, etc. that influenced the outgroup AND examines strategies utilized to influence POLICY. Discusses the role of Social Work.		Extensive use of logic in exploring multiple influential factors, including evaluation of the effectiveness of several strategies to influence decision makers and evaluates how Social Work has helped or hindered the process.

SW 604 & 605

FO6: Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes.

Criteria ↓	Not Fulfilled 1	Minimally Fulfilled 2	Partially Fulfilled 3	Mostly Fulfilled 4	Completely Fulfilled 5
Demonstrates the ability to provide identifying information on client system.	Does not provide essential data to allow for immediate recognition of the participants in the current situation, descriptive roles, relationships among participants and/or social characteristics.	Provides minimal data on participants in the current situation, descriptive roles, relationships among the participants and/or social characteristics.	Identifies the participants in the current situation. Provides some detail on the descriptive roles, relationships among the participants and/or social characteristics.	Identifies the participants in the current situation and provide. Provides detail on the descriptive roles, relationships among the participants and/or social characteristics without depth or elaboration.	Clearly identifies the agency and person responding to the applicant's request for services. Identifies and describes the person(s) who contacted the agency for help. Fully identifies and describes family members and other significant persons involved in the service request and other collateral sources of information.
Demonstrates the ability to assess the problem.	Does not identify a presenting problem.	Provides minimal data on the presenting problem. May or may not provide information on the underlying factors associated with presenting problem and the effects and significance of the presenting problem. May or may not present information on client's attempts to cope with presenting problem. Does not address quality of relationship between worker and client.	Presenting problem is identified. Underlying factors are discussed but not completely addressed. Significance and effects of the presenting problem are incompletely addressed. Effort of clients and other participants to cope with difficulty or bring about change are addressed without depth.	Presenting problem is clearly identified Underlying factors are discussed (e.g. intrapsychic, interpersonal, environmental, and situational elements) without elaboration. Effects and significance of the presenting difficulties in the client's life are described. Efforts of the client and other participants to cope with difficulty are addressed. The client's actions to tolerate, manage or solve the problem and the effects of these actions are discussed. Relation between client's actions, capacities and goals is addressed. Describes the relationship between the worker and client without critical elaboration.	Presenting problem is clearly identified. As are the factors that precipitated the client's seeking help. Underlying factors are fully addressed (e.g. intrapsychic, interpersonal, environmental, and situational elements). A critical description of the effects and significance of the presenting difficulties in the client's life is presented. Critical analysis of the efforts of the client and other participants to cope with difficulty is presented. Critical evaluation of the client's actions to tolerate, manage or solve the problem and the effects of these actions are presented as are the relationship between the client's actions, capacities and goals. Relationship between the worker and client is described and critical implications are discussed.
Demonstrates the ability to provide a comprehensive psychosocial description	Does not provide a psychosocial description	Psychosocial description is minimal. Fails to include one or more of the following: observations of the client in the present; identification of biological issues; identification intrapsychic challenges; description of family system; description of interpersonal relationships; identification of salient environmental factors; and past live events.	Psychosocial description provides details for the majority of the following: observations of the client in the present; identification of biological issues; identification intrapsychic challenges; description of family system; description of interpersonal relationships; identification of salient environmental factors; and past live events. Reader may think to ask for details not presented.	Psychosocial description provides details for all of the following: observations of the client in the present; identification of biological issues; identification intrapsychic challenges; description of family system; description of interpersonal relationships; identification of salient environmental factors; and past live events. Elaboration may be insufficient; citational evidence supporting the description may or may not be present	Psychosocial description provides details for all of the following: observations of the client in the present; identification of biological issues; identification intrapsychic challenges; description of family system; description of interpersonal relationships; identification of salient environmental factors; and past live events with elaboration and appropriate use of citational evidence. If one or more categories of information are not relevant, student indicates this within the assessment.
Demonstrates the ability to set intervention goals.	Goals are not provided.	Goals may or may not be specified. Tasks are not delineated.	Goals are stated but may be too general or framed in such a way that they are unmeasureable. Tasks necessary to meet the goals may or may not be specified; may or may not correspond to the goals.	Tasks necessary to meet the goals are specified. Goals may not be clearly related to the problem assessment and psychosocial description.	Long and short-term goals are clearly articulated as are the tasks necessary to reach the goals. Strengths and obstacles to reaching goals are identified. Types of contact between worker and client are specified. Goals are clearly related to problem assessment and psychosocial description. Goals are supported by citational evidence.

Human Behavior in the Social Environment SW 601 & 619

FO7: Synthesize and organize ideas from different theoretical perspectives on human behavior, as frameworks for ordering knowledge of larger social systems

Criteria ↓	1=Not fulfilled	2=Minimally fulfilled	3=Partially fulfilled	4=Mostly fulfilled	5=Completely fulfilled
Demonstrates the ability to fully synthesize different theoretical perspectives	Does not identify or define the bio-psycho-social system. Does not critically and systematically assess the system	Minimally synthesizes different theoretical perspectives.	Partially synthesizes different theoretical perspectives but omits some systematic and critical aspects of theories	Mostly synthesizes different theoretical perspectives	Fully synthesizes different theoretical perspectives and provides detailed systematic and critical assessment
Demonstrates an ability to order theoretical knowledge in discussion of social systems.	Does not critically and systematically order theoretical knowledge and its relationship to social systems	Minimally demonstrates an ability to order theoretical knowledge The analysis of the relationship to social systems may lack critical specifics	Partially demonstrates an ability to order theoretical knowledge; may not include relationship to social systems.	Mostly demonstrates an ability to order theoretical knowledge in discussion of social systems.	Fully demonstrates an ability to order theoretical knowledge in discussion of social systems.
Demonstrates the ability utilizes social theories to critically analyze social systems issues	Does not evaluate strengths and competencies in critical and systematic detail.	Evaluation of strengths and competencies may be incomplete and may lack specifics and/or may not be systematic.	Evaluation of strengths and competencies is complete but may not be critically analyzed and related to bio-psycho-social elements.	Mostly utilizes social theories to critically analyze social systems issues	Fully utilizes social theories to critically analyze social systems issues in systematic detail.

SW 622 rubric: ASSESSMENT MATRIX FOR ADVOCACY CHANGE PROCESS ANALYSIS
FO8: Analyze, formulate, and draw conclusions to influence social policies

Criteria	Low Performance 1	2	Acceptable Performance 3	4	High Performance 5
Conceptual understanding of advocacy change process	Most parts of 6-step process not used and assessment for those used not clear. Little or no discussion of linking program analysis to development of change strategy. No discussion of NASW policy related to change goals.		Applied most parts of 6-step process but rationale for assessment not clear in some cases or all of assessment. Referred to problem analysis and its use in the change strategy development/done but very limited. Stated NASW policies but did not elaborate or show how they are related to change goals.		High level of understanding in applying 6-step process to all stages of advocacy change process. Very good ability applying appropriate sections of problem analysis to development of change strategy. Good depth and breadth in applying NASW policy guidelines to change goal and ideology of stakeholders.
Content related to agenda building and the advocacy change process	Little or no discussion of agenda building process. Did not analyze stakeholders' involvement in agenda-building process. No discussion of NASW policy position related to change goal.		Discussed "different groups" involved in the agenda building process but no discussion as to how their value perspectives influence the change goals. Discussed stakeholders' involvement in agenda-building process but not how positions influenced change strategy or goals. Discussed NASW policy position related to change goal but not how it was influenced by different stakeholders.		Very complete assessment of trade-offs made due to stakeholders involved in agenda building and support building processes. Discussed position of different stakeholders and how their positions influenced trade-offs in the final change strategies and goals. Very good understanding as to how NASW policy position was related to different stakeholders and their overall influence on the change goal.
Discussion of communication strategies related to advocacy change process	No discussion of communication assessment strategy. Limited or no discussion of key targets who should be focus of change strategy efforts. No discussion as to how the change proposal could be changed to gain more support.		Limited discussion of communication change strategies. Discussed targets for change but not communications. Limited and very general discussion as to how change proposal could be changed to gain more support.		Very good breadth and depth in discussion of communication change strategies. Very good analysis of change targets and communication tactics. Very logical analyses as to how change proposal could have been changed given the economic, political, and stakeholders' pressures.
Communication of advocacy change process	Analyses of change process very unclear. Many grammatical errors: parts of paper hard to follow; main points and arguments often shallow or very general. Limited use of APA style, wide use of inappropriate paraphrasing; incomplete references.		Logic of change process assessment provided but limited with little depth. Some grammatical errors and a few points hard to follow in parts of paper. Used APA style, but with errors in application.		Clarity of logic used in change process analysis very clear and consistent throughout paper. Writing is clear and free of grammatical errors. Accuracy and breadth of APA writing style very good.

SW 626: Introduction to Social Work Research – Single Subject Design Paper Rubric

FO9: Evaluate research studies, assess and apply research findings to foundation practice, and evaluate their own foundation practice interventions.

Scoring of rubric:	Grading of assignment:

Each item is equally weighted
Possible range = 8 - 40 points with…
    Score of 8 indicating that the student did not fulfill any of the required elements
    Score of 40 indicating student fulfilled all the required elements.
	Total possible points for assignment = 15
	Grade = ((rubric score per item -1) / 32) X (15)
	Possible range = 3 – 15 points

The following criteria (taken directly from the syllabus) will be factored into grading each section below:

All written assignments will be evaluated for accomplishment of *objectives of assignment*, *organization and clarity of discussion*, *demonstration of the ability to integrate and critically apply course content*, and *correct spelling, grammar and accurate use of current edition APA referencing style*. All assignments are to be typed and formats must adhere to APA requirements.

A. Problem Statement

Clearly state the problem or issue that is the target of the intervention: behavior, attitude, or cognition.

Why have you chosen this target?

Explain the goal of intervention – increase, decrease, or maintain the specified behavior, attitude, or cognition.

Competence: Comprehend

Skills Demonstrated: understanding information, grasp meaning, interpret facts.

1= Not Fulfilled Does not address required elements (See A).	2 = Minimally Fulfilled Minimally addresses ONE of the required elements (See A).	3 = Partially Fulfilled Minimally addresses all of the required elements (See A).	4 = Mostly Fulfilled Addresses all of the required elements in a clearly articulated manner. No problems with grammar or APA format (See A).	5 = Completely Fulfilled Addresses all of the required elements in a clearly articulated manner AND articulates some understanding of the scope of the problem. No problems with grammar or APA format (See A).	Score Earned

B. Intervention: Overview and Rationale

Describe the intervention that was implemented.

What was the rationale for this intervention?

What support did you have that made you think this intervention would be effective?

Competence: Apply

Skills Demonstrated: use information; use methods, concepts, theories in new situations; solve problems using required skills or knowledge

1 = Not Fulfilled Does not address	2 = Minimally Fulfilled Minimally addresses ONE of the required elements (See B).	3 = Partially Fulfilled Minimally addresses all of the required elements (See B).	4 = Mostly Fulfilled Addresses all of the required elements in a clearly articulated manner.	5 = Completely Fulfilled Addresses all of the required elements in a clearly articulated manner AND relates the	Score Earned

| | | | Articulates a clear description of the intervention to be applied. No problems with grammar or APA format (See B). | intervention to the problem. No problems with grammar or APA format (See B). | |

| required elements (See B). | | | | | |

Competence: Evaluate

Skills Demonstrated: assess value of theories, make choices based on reasoned argument, verify value of evidence; recognize subjectivity

1 = Not Fulfilled Does not address required elements (See B).	2 = Minimally Fulfilled Minimally addresses ONE of the required elements (See B).	3 = Partially Fulfilled Minimally addresses all of the required elements (See B).	4 = Mostly Fulfilled Addresses all of the required elements in a clearly articulated manner. Provides a brief, but clear statement of the support for chosen intervention. No problems with grammar or APA format (See B).	5 = Completely Fulfilled Addresses all of the required elements in a clearly articulated manner AND provides a well-reasoned rationale for the intervention.. No problems with grammar or APA format (See B).	Score Earned

C. Intervention: Details of Implementation

Describe the single subject design (i.e., A-B-A) selected and implemented:

Include the duration of baseline period, duration of intervention period, post-intervention period.

Describe the measures used to quantify the identified target – scales, logs, behavioral observations. Include details of data collection. Who collected data, when was data collected, etc.

Competence: Apply

Skills Demonstrated: use information; use methods, concepts, theories in new situations; solve problems using required skills or knowledge

1 = Not Fulfilled Does not address required elements (See C).	2 = Minimally Fulfilled Minimally addresses ONE of the required elements (See C).	3 = Partially Fulfilled Minimally addresses all of the required elements (See C).	4 = Mostly Fulfilled Addresses all of the required elements in a clearly articulated manner. Articulates a clear description of the implementation of the intervention. No problems with grammar or APA format (See C).	5 = Completely Fulfilled Addresses all of the required elements in a clearly articulated manner AND relates measures to identified target. No problems with grammar or APA format (See C).	Score Earned

D. Results of Intervention

Provide a graph of the data for the baseline, intervention, and post-intervention phases.

Provide any description of the graph needed for interpretation.

Briefly state the results.

Competence: Apply

Skills Demonstrated: use information; use methods, concepts, theories in new situations; solve problems using required skills or knowledge

1 = Not Fulfilled Does not address required elements (See D).	2 = Minimally Fulfilled Minimally addresses ONE of the required elements (See D).	3 = Partially Fulfilled Minimally addresses all of the required elements (See D).	4 = Mostly Fulfilled Addresses all of the required elements in a clearly articulated manner. Provides a graph of the results. No problems with grammar or APA format (See D).	5 = Completely Fulfilled Addresses all of the required elements in a clearly articulated manner AND Provides clear labels for graph with a clear description of graph. No problems with grammar or APA format (See D).	Score Earned

Competence: Analyze

seeing patterns; organization of parts; recognition of hidden meanings; identification of components

Skills Demonstrated: analyze data using graphing techniques, explain, connect, explain

1 = Not Fulfilled Does not address	2 = Minimally Fulfilled Minimally addresses	3 = Partially Fulfilled Minimally addresses all	4 = Mostly Fulfilled Addresses all of the required	5 = Completely Fulfilled Addresses all of the required	Score Earned

required elements (See D).	ONE of the required elements (See D).	of the required elements (See D).	elements in a clearly articulated manner. Clearly states results in one sentence. No problems with grammar or APA format (See D).	elements in a clearly articulated manner AND statement of results is based solely on results displayed in the graph.. No problems with grammar or APA format (See D).	

E. Discussion
Include your assessment of the effectiveness of this intervention.
Include a discussion of implications for social work practice:
Specific to your project and in terms of the social work profession.

Competence: Evaluate
Skills Demonstrated: assess value of theories, make choices based on reasoned argument, verify value of evidence; recognize subjectivity

1 = Not Fulfilled Does not address required elements (See E).	2 = Minimally Fulfilled Minimally addresses ONE of the required elements (See E).	3 = Partially Fulfilled Minimally addresses all of the required elements (See E).	4 = Mostly Fulfilled Addresses all of the required elements in a clearly articulated manner. Demonstrates understanding of impact of intervention on client or client system within context. No problems with grammar or APA format (See E).	5 = Completely Fulfilled Addresses all of the required elements in a clearly articulated manner AND Demonstrates understanding of strengths and weaknesses of this SSD. No problems with grammar or APA format (See E).	Score Earned

Competence: Synthesize:
generalizes from results; relates knowledge from several areas; draws conclusions
Skills Demonstrated:
integrate, formulate, prepare, generalize

1 = Not Fulfilled Does not address required elements (See E).	2 = Minimally Fulfilled Minimally addresses ONE of the required elements (See E).	3 = Partially Fulfilled Minimally addresses all of the required elements (See E).	4 = Mostly Fulfilled Addresses all of the required elements in a clearly articulated manner. Relates findings from this SSD to other knowledge relevant to client, client system or intervention. No problems with grammar or APA format (See E).	5 = Completely Fulfilled Addresses all of the required elements in a clearly articulated manner AND Demonstrates understanding of strengths and weaknesses of this SSD. Articulates ways in which findings might have impact on practice of social work in broader context. No problems with grammar or APA format (See E).	Score Earned

SW 640 Grading Rubric: Case Study #1

AO1: Engage diverse client systems – Create, organize and integrate ideas and action on engaging diverse client systems effectively in change.
AO3: Section C is also used to assess critical thinking skills.

Student:

POINT %	DESCRIPTION
5	**Completely fulfilled –** You completed address all aspects of this element and communicate in a clear and concise manner. Where possible and appropriate, you go beyond the requirements to advance a sophisticated and in-depth understanding, and offer insightful interpretations or extensions (generalizations, applications, and analogies).
4	**Mostly fulfilled** – You address the most important aspects of this element and communicate clearly. You demonstrate an understanding of the major concepts even though you overlook or misunderstand some less-important ideas or details.
3	**Partially fulfilled –** You address some of the important aspects of this element and communicate clearly. You demonstrate that there are gaps in your conceptual understanding.
2	**Minimally fulfilled –** You only minimally address this element, and demonstrate only a basic understanding.
1	**Not fulfilled –** You did not address this element at all.

PAPER: CONTENT				
TOPIC	**Comment**	**Weight**	**Score 1-5**	**Points W*S**
BRIEF DESCRIPTION OF THE CLIENT SYSTEM		0.2		
"CHECKLIST FOR ENHANCING PARTICIPATION" AND DISCUSSION OF 5 OF THE ELEMENTS		0.3		
ASSESSMENT QUESTIONS AND OMHRC EXERCISE:				
APPROPRIATENESS OF ASSESSMENT QUESTIONS		0.6		
IDENTIFICATION OF SYMPTOMS		0.6		
INTERVENTION DESRIPTION AND RATIONALE		0.6		
IDENTIFICATION OF EVIDENCE		0.6		
INTEGRATION OF EVIDENCE		0.5		
COMPREHENSIVENESS		0.5		
SUBTOTAL PART C - CRITICAL THINKING SCORE (THE SUBTOTAL IS THE NON_WEIGHTED SCORE)		Mean		
PAPER LENGTH: 18- Page Maximum		0.05		
APA FORMAT: .25 – citations .25 - references .25 - margins/spacing .25 - other details		0.1		

		SUBTOTAL 6		20
DEDUCTIONS: Spelling and Grammar (.5 point per mistake — maximum 4)		-4		—
COMMENTS:		TOTAL		

SW 641 Rubric

AO2: Assess, conceptualize and analyze theoretical, practice and research problems from multiple perspectives and utilize critical thinking skills to formulate impressions based upon the data.

AO3: Demonstrate the ability to analyze, synthesize and evaluate the evidence available to guide advanced social work practice.

AO4: Synthesize, formulate and implement a plan of action for social work practice that addresses complex issues and problems, build consensus and incorporates multiple-level forces on client systems**.**

	1 Not Achieved	2 Minimally Achieved	3 Partially Achieved	4 Mostly Achieved	5 Fully Achieved
Objective A2: Analyze Problems					
• **Organizational Assessment**					
• **Community Assessment**					
Objective A3 Critical Thinking					
• **Paper: Grammar/ Spelling Organization**					
• **Team Skills**					
Objective A4 Implement Plan of Action					
• **Summary of findings**					
• **Presentation**					

A2 Analyze Problems (average score of these 2 problem areas)
1. Organization Assessment
2. Community Assessment

A4 Implement Plan of Action (average score of these 2 problem areas)
3. Summary of Findings

6. Presentation

A3 Critical Thinking(average score of all 6 problem areas)
1. Organization Assessment * Scored under A2, but will be added into the score on A3
2. Community Assessment*   Scored under A2, but will be added into the score on A3
3. Summary of Findings* Scored under A4, but will be added into the score on A3
4. Paper: Grammar/Spelling/Organization
5. Team Skills
6. Presentation* Scored under A4, but will be added into the score on A3

SW 672 & SW 673 Rubric
AO3: Analyze, synthesize and evaluate the evidence available to guide advanced social work practice.
Rubric for Critical Thinking
Kent School of Social Work - University of Louisville

The Student	1 Not Fulfilled	2 Minimally Fulfilled	3 Partially Fulfilled	4 Mostly Fulfilled	5 Completely Fulfilled	Score
Demonstrates recognition of problem or question	No discernible thesis or does not identify and state the nature of the problem or the related issue(s). Represents the issues inaccurately or inappropriately.	The thesis states and identifies the main question, but does not explain why or how it is a problem or question. Represents the issues accurately and appropriately.	The thesis identifies the main question and subsidiary aspects of a question. Articulates an understanding of the scope of the problem and the related issue(s) involved.	Thesis articulates some understanding of the scope of the problem and issues involved. Identifies at least one embedded or implicit issue and addresses its relationship to the issue.	Thesis articulates a thorough understanding of the scope of the problem and issue(s) involved. Identifies multiple embedded or implicit issues, addressing their relationships to the thesis.	
Uses reasoning, arguments, and evidence	Does not develop an argument based on available information or evidence. Does not identify the key assumptions and/or evaluate the given information that underlies the issue.	Applies relevant thinking skills (e.g. comparing, classifying, abstraction, analyzing, criticizing) in presenting information but without clear reference to context, assumptions, data, and evidence.	Applies relevant thinking skills (e.g. comparing, classifying, abstracting, analyzing, criticizing, evaluating) in presenting information with reference to context, assumptions, data, and evidence. Suggests implications and consequences but without development.	Applies relevant thinking skills (e.g. comparing, classifying, abstracting, analyzing, criticizing, evaluating) in presenting information with reference to context, assumptions, data, and evidence. Develops at least one solution by suing some available or applicable information. Identifies and clearly discusses at least one implication and consequence by considering at least one various relevant assumption, context, datum, and evidence.	Applies relevant thinking skills in presenting information. Develops multiple solutions by using all available and applicable information. Identifies and clearly discusses multiple implications and consequences by considering various relevant assumptions, contexts, data, and evidence.	
Draws conclusions based on reasons, arguments, and evidence	Conclusions are not provided. Fails to reflect, identify or develop implications, consequences and conclusions.	Conclusions are provided, but without discussion of implications or consequences. Little or no reflective thought is provided with regard to the assertions or to the key relationships between the other elements such as context, assumptions, or data and evidence.	Conclusions are stated and discussed. Implications and consequences of the conclusion are reflected in context, relative to assumptions, and supporting evidence.	Stated conclusions are based on a thorough examination of evidence, a clear explanation of reasonable alternatives, or an evaluation of possible consequences. Reflection develops and challenges solutions by using some relevant information and some discussion of the consequences of the conclusions.	Stated conclusions are based on a thorough examination of evidence, a clear explanation of reasonable alternatives, and an evaluation of possible consequences. Reflection develops and challenges solutions by using a variety of relevant information and analysis of the consequences of conclusions.	

Shows awareness of multiple points of view	Does not acknowledge other possible perspectives or that other options were considered in developing the solution.	Acknowledges other possible perspectives although they are not clearly stated or developed.	Acknowledges and states other salient perspectives and positions that are important to the analysis of the issue.	Acknowledges, clearly states, and develops at least one response to other salient perspectives and positions that are important to the analysis of the issue.	Acknowledges, clearly states, and develops multiple responses to other salient perspectives and positions that are important to the analysis of the issue.	
Student Name:		**SW Course #**		**Assignment/Date:**		**Total Score**	

SW 668 Advanced Research Practice I – Final Paper Rubric

AO3: Demonstrate the ability to analyze, synthesize and evaluate the evidence available to guide advanced social work practice.
AO4: Synthesize, formulate and implement a plan of action for social work practice that addresses complex issues and problems, build consensus and incorporates multiple-level forces on client systems**.**

35 points
Each item is equally weighted.
Formula for Final weighted score: <score earned>/ 70 = < ? > / <total points possible for the paper as noted on syllabus>

PART I						
THE WRITER	**1** **Not Fulfilled**	**2** **Minimally Fulfilled**	**3** **Partially Fulfilled**	**4** **Mostly Fulfilled**	**5** **Completely Fulfilled**	**Score Earned**
1. Demonstrates recognition of problem or question **(introduction, problem statement, policies, procedures related to specific problem)**	No discernible thesis or does not identify and state the nature of the problem or the related issues Or Represents the issues inaccurately or inappropriately	The thesis states and identifies the main question, but does not explain why or how it is problem or question.	The thesis identifies the main question. And Minimally articulates an understanding of the scope of the problem and the related issue involved. And Does not identify current policies, practices and standards of practice that are relevant to the thesis.	The thesis identifies the main question. And Mostly Articulates somewhat an understanding of the scope of the problem and the related issue involved. And Identifies some relevant current policies, practices, and standards that are relevant to the thesis.	The thesis identifies the main question. And Articulates a clear understanding of the scope of the problem and the related issue involved. And Identifies all relevant current policies, practices, and standards that are relevant to the thesis.	____ Score earned
2. Formulates the COPES question demonstrating the complexity of the issues involved	No COPES question present or COPES question does not have practical importance	COPES question does have a relevant, practical importance but is not relevant to the evidence gathered and evaluated	COPES question is client oriented, has practical importance, is relevant but too broad	COPES question is client oriented, practical, specific enough to guide an electronic evidence search and is relevant to the evidence gathered COPES question appears to be fairly appropriate given the thesis, scope and current practices of the agency	COPES question is client oriented, practical, specific enough to guide an electronic evidence search and is relevant to the evidence And COPES question written is a way that communicates the question type, client type or problem, alternate course of action and for the outcome	____ Score earned

					COPES question articulates a clear understanding of the scope of the problem, issues involved and the current and relevant practices of the agency.	
3. Demonstrates an understanding of Evidence Based Practice Process	No discussion offered related to EBP process	Minimal definition of the concept is offered	A definition and the 5 steps of the process are discussed	The definition, the 5 steps, and a discussion of some of the various sources of evidence is present	The definition, the 5 steps, and a discussion of all of the various sources	____ Score earned
4. Describes the process involved in gathering, and appraising the literature evidence	Lacks the rationale and data collection specifics	Discussed the rationale but did not discuss the data collection specifics or vice versa	Discussed the rationale and <u>most</u> of the data collection specifics (i.e. key terms, moles, databases, years included, additional inclusion and exclusion criteria)	Discussed the rationale and <u>all</u> of the data collection specifics, <u>some</u> of the appraisal tools	Discussed the rationale and <u>all</u> of the data collection specifics, the appraisal tools and analysis strategies	____ Score earned
5. Describes the process involved in gathering and analyzing the stakeholder/consumer evidence	Lacks the rationale and data collection specifics	Discussed the rationale but did not discuss the data collection specifics or vice versa	Discussed the rationale and <u>some</u> of the data collection specifics (i.e. what information was gathered, how was this information gathered, estimated time length) And the analysis strategies	Discussed the rationale and <u>most</u> of the data collection specifics and the analysis strategies	Discussed the rationale and <u>all</u> of the data collection specifics and the analysis strategies	____ Score earned
Note to Instructor: **Items 6 – 10 address AO3: Analyze, synthesize, and evaluate the evidence available to guide social work practice.**						
6. Analyzes evidence and ideas and makes judgments about their value	Does not capture the appropriate evidence (literature, stakeholder, consumers) to address the problem statement Does not evaluate using appraisal system	Captures mostly appropriate evidence but does not consistently apply relevant thinking (e.g. comparing, classifying, abstracting, analyzing, summarizing) in presenting the various evidence	Applies relevant thinking <u>some</u> of the time specifically 1) can classify the literature but does not adequately analyze or summarize the main themes in presenting the literature; 2) Does not integrate the appraisal system for the literature 3) can classify the main themes of the stakeholders/consumers	Applies relevant thinking skills in presenting <u>all</u> of the evidence. Can classify the literature and adequately summarizes the main themes in the presenting the literature Minimally communicates the results of the appraisal system for the literature Can classify the main themes of the stakeholders/consumers	Applies relevant thinking skills in presenting information. Integrates the results of the appraisal systems used to evaluate the rigor of the research literature with the classification/organizing themes of research literature most	____ Score earned _____

					of the time	
					Can classify the main themes of the stakeholders/c onsumers	
7. Critical Appraisal of the results: strengths and weaknesses of all of the evidence	Does not mention strengths or weaknesses of any of the sources	Discusses strengths <u>or</u> weaknesses for at least one of the sources of evidence	Discusses strengths <u>AND</u> weaknesses for one of the various evidence	Discusses the strengths and weaknesses of <u>two</u> of the sources of evidence	Discusses the strengths and weaknesses of each source of evidence	____ Score earned
8. Communicates awareness of multiple points of view– Consistency and inconsistency of all of the evidence	No discussion of consistency or inconsistencies	Some consistencies noted WITHIN each source are highlighted	Both consistencies and inconsistencies WITHIN each source are discussed	Both consistencies and inconsistencies WITHIN each source are discussed And Consistencies across ALL sources are discussed	Both consistencies and inconsistencies WITHIN each source are discussed And Consistencies and inconsistencies across ALL sources are discussed	____ Score earned
9. Communicates awareness of relevance of the multiple points of view to existing practices and social work values and ethics	No mention of communicating an awareness of the existing practices	Mention of existing practices but does not link results to the existing practice	Links the existing practices noted in introduction <u>to some degree</u> to the consistent and inconsistent themes noted in prior section	Provides complete analysis of the existing practices in relation to the consistent and inconsistent themes note in prior section	Provides complete analysis of the existing practices in relation to the consistent and inconsistent themes note in prior section AND in relation to social work values and ethics	____ Score earned
10. Draws conclusions based on reasons, arguments, and evidence	No implications for practice discussed	Implications for practice discussed with little connection to consistent themes noted in results	Implications for practice discussed with some connection to consistent themes noted in results	Strong connections to the themes and existing practices	Strong connections to the themes and existing practices AND Discussion of short and long term implications/ micro and macro level implications	____ Score earned

Note to Instructor:
Items 11 – 14 address: AO4: Synthesize, formulate and implement a plan of action for social work practice that addresses complex issues and problems, build consensus and incorporates issues and problems, build consensus and incorporates multiple-level forces on client systems.

11. Formulates a plan	Possible	Recommendations	Recommendations are	Recommendations	Approximately	

of action for social work practice that incorporates multiple-level forces on client systems	recommendations are not provided or are provided but are not logically linked to evidence.	are limited in scope. Recommendations on plan do not include a combination of strategies. Combination of strategies defined as a mixture of: Oral/written AND Student/group/staff/ Expert facilitated AND Micro/macro level strategies	provided and incorporate at least two methods of communication such as oral activities (presentations) and written materials (fact sheets) targeted to their various audiences.	incorporate oral and written activities that include: both micro and macro level recommendations OR are at least facilitated by more than just the student.	5 recommenda-tions are provided that incorporate oral and written communication methods; have both student and another group facilitating the desired change and include both micro and macro level recommendations.	____ Score earned
12. Formulates a plan of action for social work practice: creates a comprehensive list of resources	Resources are not provided or are provided but are not logically linked to the recommendations	Resources are barely identified.	Appropriate dissemination partners and student, staff and agency resources are identified for some of the recommendations /activities.	Appropriate dissemination partners and student, staff and agency resources are identified for most recommendations.	Appropriate dissemination partners and student, staff and agency resources are identified per each recommenda-tion .	____ Score earned
13. Formulates a plan of action for social work practice with expected outcomes identified	Outcomes are not provided.	Outcomes (practice, policy, culture) are provided for a few of the recommendations/ activities. The target audiences are occasionally noted.	Outcomes (practice – attitude or behavior, policy, culture) are provided for some of the recommendations/ activities. The target audiences are noted some of the time.	Outcomes (practice – attitude or behavior, policy, culture) are provided for most of the recommendations/ activities. The target audiences are noted most of the time.	Outcomes are provided for each recommenda-tion / activity. The target audience and the type of practice (attitude, behavior) change and/or policy or culture change is identified per recommenda-tion .	____ Score earned
14. Formulates a plan of action for social work practice with appropriate time frames	Time frames are not provided.	Reasonable semester time frames are linked to a few of the recommendation /activities.	Reasonable semester time frames are linked to some of the recommendation /activities.	Reasonable semester time frames are linked to most of the recommendation /activities.	Reasonable semester time frames are linked to all of the recommenda-tions/activities.	____ Score earned

For the following components, points can be deducted but no points are allotted for these aspects of the paper.

____Grammar, APA issues (up to _ points deducted)

____Appendices (up to _ points deducted)
1. Table of articles
2. Table of the Stakeholder/Practitioner Interviews (including the overall table of themes and the table with the per person themes)
3. Table of the Consumer Interviews (including the overall table of themes and the table with the per person themes)
4. Dissemination Plan

Total score: _____/ 70 pts possible   **Final weighted score: _____**

Formula: <score earned>/ 70 = < ? > / <total points possible for the paper as noted on syllabus>

AO4: Implementing a plan of action

AO5: Analyze and evaluate data of client progress and outcomes and assesses implications and consequences of these processes and outcomes.

35 points

PART II						
THE WRITER	**1** **Not Fulfilled**	**2** **Minimally Fulfilled**	**3** **Partially Fulfilled**	**4** **Mostly Fulfilled**	**5** **Completely Fulfilled**	**Score Earned**
1. Develops possible strategies based on the evaluation of the evidence: action plan (PO – A4: Implementing a plan of action)	Possible strategies are not provided.	Strategies are provided but are not logically connected to the implications for practice.	Strategies are provided, are logically connected to the implications for practice but are too limited in scope.	Strategies are provided, are logically connected to the implications, are appropriate in scope but are not well defined in the delineation of the necessary resources or outcomes expected.	Strategies are provided, are logically connected to the implications, are appropriate in scope (i.e. short and long term; micro and macro) and are well defined in the delineation of the necessary resources and outcomes expected.	____ Score earned
2. Demonstrates understanding of how to gather quantitative evidence	No quantitative assessment of the impact of the solutions is discussed.	A brief assessment of impact is offered with limited discussion of quantitative methodology used; specifically lack of measurement, design and sampling components for quantitative methodology.	Assessment of impact plan provides some detail of the measurement (purpose of instrument, # of items per section, rating scale, summed to create a scale; data collection methods), design and sampling (#s, criteria, type of strategy) components for the quantitative evaluation.	Assessment of impact plan provides a discussion of most of necessary components, including measurement, design and sampling issues for the quantitative evaluation. The various aspects of the evaluation plan presented in logical order.	A comprehensive assessment is discussed which provides a discussion of the measurement, design and sampling aspects the quantitative evaluation.	____ Score earned
2. Demonstrates	No qualitative	A brief	Assessment of	Assessment of	A	

understanding of how to gather qualitative evidence	assessment of the impact of the solutions is discussed.	assessment of impact is offered with limited discussion of qualitative methodology used; specifically lack of measurement, design and sampling components for the qualitative methodology.	impact plan provides some detail of the measurement (purpose of instrument, # of questions, structured or semi-structured, data collection methods), design and sampling (#s, criteria, type of strategy) components for the qualitative evaluation.	impact plan provides a discussion of most of necessary components, including measurement, design and sampling issues for the qualitative evaluation.

The various aspects of the evaluation plan presented in logical order. | comprehensive assessment is discussed which provides a discussion of the measurement, design and sampling aspects of the qualitative evaluation. | ____
Score earned |
| **3. Analyzes information and makes judgments about their value**

(PO-A5: Analyze and evaluate data of client progress and outcomes and assesses implications and consequences of these processes and outcomes.) | No results provided. | Inappropriate stats or incomplete thematic coding approaches were used to analyze data.

Data offered is not presented in any logical fashion. | Presentation of the quantitative evaluation provided only some of the relevant results related to the sample and main research questions.

Discussion of the themes present in the qualitative evaluation but with no examples offered.

Minimal effort was attempted to gather perspective from multiple sources. | Discussion provided for the quantitative evaluation demonstrating the appropriate use of various stats and presents most of the relevant results related to the sample, main research questions.

Discussion of the themes present in the qualitative evaluation with few examples offered per theme.

Regardless of the success, moderate efforts were made to gather perspective from multiple sources and a description of those attempts was offered. | Comprehensive presentation of the sample characteristics, results of the main research questions and any subgroup analysis.

Comprehensive discussion of the themes present in the qualitative evaluation with specific examples offered per theme.

Regardless of the success, strong efforts were made to gather perspective from multiple sources and a description of those attempts | ____
Score earned |

					was offered.	
4. Draws conclusions and/or develops possible solutions based on the evaluation of the evidence (PO-A5: Analyze and evaluate data of client progress and outcomes and assesses implications and consequences of these processes and outcomes.)	No implications for practice discussed based on the evaluation results.	Implications for practice discussed with little connection to consistent themes noted in results	Implications for practice discussed with some connection to consistent themes noted in results	Implications for practice discussed with strong connections to the themes in the qualitative and quantitative evaluation results and to the existing practices	Implications for practice discussed including both short and long term implications/ micro and macro level implications. Implications have with strong connections to the themes in the qualitative and quantitative evaluation results and to the existing practices.	____ Score earned
5. Reflection exercise	No analysis provided.	Little analysis provided of the barriers and challenges (including both agency and personal contexts) AND supports at 2 steps 1. developing and implementing the action plan 2. evaluating the impact No connections made between knowledge	Some analysis provided of the barriers and challenges (including both agency and personal contexts) AND supports at 2 steps 1. developing and implementing the action plan 2. evaluating the impact Some connections made between knowledge gained in the classroom and development as a professional	A great deal of analysis provided of the barriers and challenges (including both agency and personal contexts) AND supports at 2 steps 1. developing and implementing the action plan 2. evaluating the impact Some connections made between knowledge gained in the classroom and development as a professional	A comprehensive system level analysis of the barriers and challenges (including both agency and personal contexts) AND supports at 2 steps 1. developing and implementing the action plan 2. evaluating the impact Comprehensive connections made between knowledge gained in the	____ Score earned

		gained in the classroom and development as a professional			classroom and development as a professional	

_____Appendices (2 points)

5. Action/Dissemination Plan
6. Products (such as resource sheets, tip sheets, training curriculum, training volunteer, lesson plan)
7. Evaluation Plan
8. Post Presentation Form
9. Post Action Plan Survey and Interview

_____Separate folder: (3 points)

- Completed post presentation forms
- Completed pre/post tests or other forms (i.e. client satisfaction) used during the implementation, if applicable
- Completed post action plan surveys and
- Transcripts of post action plan interviews
- Outputs for each quantitative methodology section
- Tesch's analysis for the interview questions on post action plan interviews

For the following components, points can be deducted but no points are allotted for these aspects of the paper.

- _____Grammar, APA issues (up to 4 points deducted)

SW 677: Advanced Practice III Rubric AO6: Integrate Culturally Competent Skills; AO7: Synthesize, create, organize ideas from research, theory & practice

Advanced Program Objective	Course Objective	Final Assignment (Reflection)	Rubric Ratings				
			Not fulfilled 1	Minimally fulfilled 2	Partially fulfilled 3	Mostly fulfilled 4	Completely fulfilled 5
Demonstrate the ability to integrate culturally competent skills into all aspects of social work practice. **[program objective#7]**	Engage in self-reflection and assessment and takes or proposes skillful action in addressing complex practice situations. **[course objective#4]**	Reflects on skill and professional development given knowledge and assessment of complex practice situations. In particular, reflect on your entire time at Kent School. Identify the strengths, skill sets, and knowledge you have gained.	*No reflections provided on skills, knowledge gained specific assessment of complex practice situations; no mention or integration of culturally competent skills*	*Either strengths, skills, or knowledge gained identified/described but not all 3; mention of culturally competent skills but no discussion ; and discussion not tied to complex practice situations*	*Reflection focused on at least on 2 of the following: skills, strengths, knowledge and discussion of cultural competence*	*Reflection focused on skills, strengths, and knowledge; discussion of cultural competence*	*Reflection focused on skills, strengths, and knowledge; discussion of cultural competence skills in relation to assessment of complex practice situations*
Synthesize, create, and organize ideas from theory, research and practice for social justice **[program objective#6]**	Synthesize information from theories, research, and practice experiences to develop strategies to promote social justice on behalf of client systems **[course objective#5]**	Discuss the most pertinent and/or influential ideas from a theory (ies) you have learned, research you have come across, and practice experiences you have had that equip you best to promote social justice. You can demonstrate this by giving/describing one or more examples.	*No discussion of theories, research, and/or practice experiences and how that has equipped one to promote social justice*	*Discussion of one/or more of the following: theories, research, or practice experience but not how that has equipped one to promote social justice*	*Discussion of one of the following: theories, research, or practice experience and how that has equipped one to promote social justice*	*Discussion of two of the following: theories, research, or practice experience and how that has equipped one to promote social justice*	*Discussion of all of the following: theories, research, or practice experience and how that has equipped one to promote social justice*