







Where do we begin?

Basic Certificate = 4 Youth Work Courses

- Review 4 Course Syllabi
- Map the Learning Outcomes
- Uncover the Learning Opportunities
- Explore Potential Assessments



Practicum Course

Final Course in Sequence

- 4 Reports
- Each with a Separate Focus
- Submitted 4 Weeks Apart



Develop a Rubric

Basic Certificate in Youth Work - Capstone Assessment Rubric

Dimensions of Program Outcomes	Exemplary	Accomplished	Developing	Beginning
Self - Reflection	Excellent reflection on own practice. Rethinks and refines personal learning goals.	Strong reflection on own practice. Rethinks and refines personal learning goals.	Beginning reflection on own practice. Does not rethink or refine personal learning goals.	Weak reflection on own practice. Does not rethink or refine personal learning goals.
Evaluation	Evaluates youth programs from a "youth-centered" perspective.	Evaluates youth programs partially from a "youth- centered" perspective.	Evaluates youth programs with little consideration paid to a "youth-centered" perspective.	There is no evaluation or the evaluation does not reflect a "youth-centered" perspective.
Advocacy	Uses voice with strong conviction to advocate for youth-centered policies and practices appropriate to the context or audience.	Uses voice with moderate conviction to advocate for youth-centered policies and practices appropriate to the context or audience.	Uses voice with minimum conviction to advocate for youth-centered policies and practices appropriate to the context or audience.	There is no evidence of advocacy.
Articulation	Thoughtfully and thoroughly articulates an understanding of youth development, youth work, and young people from a strengths-based perspective.	Articulates an accurate understanding of youth development, youth work, and young people from a strengths-based perspective.	Articulates a partially accurate understanding of youth development, youth work, and young people from a strengths-based perspective.	Articulates a rudimentary understanding of youth development, youth work, and young people from a strengths-based perspective.
Writing	Writing is focused, organized, and free of any writing errors.	Writing is focused and organized, but has a few writing errors.	Writing is somewhat focused or somewhat unorganized, or has several writing errors that distract from the work.	Writing is unfocused, or unclear, or has so many writing errors that the work is incomprehensible.

Asimow/2014



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Collect the 1st Reports

Use the rubric to assess the 1st Reports Discuss potential areas of concern Make adjustments



Collect the 2nd Reports

Use the revised rubric to assess the 2nd Reports

- Agree on final rubric components and wording
- Turn the paper rubric into a google form to collect data

https://
docs.google.
com/forms/
d/11TUiADA
KmIFb5GS130oDGwCX
7wgFGnxl8A
NcEwOpBE/
viewform?
c=0&w=1



Early Results





The End

