Introduction: In fall 2014, the Applied Sciences department transferred the liaison role from Associate Professor Nepstad to Associate Professor Asimow, when Nepstad became the Chair of the Assessment Committee. For the previous 2 years, the Unit – Level Assessment work in the Applied Sciences had been focused on effective writing in the disciplines of Child Development, Addictions Studies, Criminal Justice, and Social/Youth Work. The entire department was very interested in uncovering and discovering issues and resolutions in regard to effective student writing.

In September, a survey was developed to gauge continued interest in assessing effective writing in the department. (See Appendix A) The results of the survey revealed a level of interest that did not indicate a continued effort on the part of the unit-level liaison. However, faculty were still interested in using the Effective Writing Resources that were developed. (See Appendix B)

For the purposes of this report, two Unit-Level Assessments will be discussed. For each of the following sections, (A) will refer to the Unit-Level Assessment process in the Child Development Program and (B) will refer to the Unit-Level Assessment process in the Youth Work program.

Department Buy-In: The HWC Child Development program is accredited by the National Association for the Education of Young Children (NAEYC) and has had a robust program assessment process in place for several years. Each year, assessment data is gathered and a short report is written as an update to the accrediting body. After 7 years, the program goes through an extensive self-study and site visit. During fall 2013, the HWC CD program was reaccredited.

One of the valuable pieces of feedback that the program received from the accreditors was that we were "over" assessing. This was not meant as a criticism as much as it was an indication to perhaps do less, but to do it better. For that reason, a new CD assessment plan was put in place (see Appendix C) with a pared down scope. This was discussed with the full-time faculty and then communicated to the fall and part-time faculty in the early fall 2014. All program goals and student learning outcomes remain the same.

Discussions with the full-time faculty in the Applied Sciences revealed interest in assessing the capstone course for the Basic Certificate in Youth Work. Dr. Heathfield indicated interest in taking a closer look at the Basic Certificate, as opposed to the Advanced Certificate because that is the program most students complete. The Basic Certificate in Youth work is comprised of 4 courses.

Using the syllabi from the 4 courses, the student learning outcomes were mapped, looking for commonalities in order to define the program goals and the SLOs for the program as a whole. Several drafts were written, refined, and edited. (See Appendix D).

Assessment Research and Design: The Child Development Assessment Program focuses on 6 Key Assessments aligned with the NAEYC Standards. Each of the key assessments has a corresponding rubric (See Appendix E). In the past, the faculty was using each of the rubrics to assess several assignments. In order to tighten up our process, it was decided that each of the Key Assessments would be assessed at one point during the program (as a baseline) and then again during the capstone course, the Child Development Teaching Practicum. A google form was created to capture all of the assessment data in one place. (See Appendix F).

Using the student assignments in the capstone course in the Youth Program, one rubric was designed to capture the SLOs for the program. (See Appendix G) The capstone course requires that students write four reports in 4-week intervals, each focusing on a different area of the practicum experience.

Using the same rubric for each of the four reports, data can be collected for the program. The rubric was turned into a Google form so all of the data can be collected in one place.

Pilot Assessment Tools and Processes: It was clear from the data collected in the fall semester that the faculty did not quite understand the purpose of the Assessments and were simply submitting the rubrics they used to grade the assignments as assessment data. After scrapping that, each of the 12 part-time faculty members in the CD program met with the liaison so the assessment process could be explained in detail and so they could ask questions and clarify their concerns. These meetings took place early in the spring 2015 semester. Several reminders have been sent via email for the faculty members to collect the assessment data. The assessment data will come in during the last 2 weeks of the semester and the full-time faculty will assess the capstone data during this same timeframe.

After the first reports were assessed using the new program rubric, adjustments were made and some of the language was refined. One important realization came to light when it was discovered that the rubric did not necessarily work well for the Social Work students who were also in the same course. The rubric was then adjusted to address Social Work students. Now, there are two rubrics and data is collected from both the Youth Work students and the Social Work students. (See Appendix H) All of the data will be collected via one Google Form. (See Appendix I)

Supporting Evidence-Based Change (Using Findings): Using the data from past assessments in Child Development, the faculty has made significant changes in developing learning opportunities for students that better support their learning needs. With this more streamlined version of the prior process, the CD faculty is hopeful to reveal more pertinent data that can be brought back into the program.

It is too early to tell if this Pilot will reveal any significant data. However, the process has been useful for Dr. Heathfield as he has had an opportunity to develop his program goals and SLOs. The development of the rubric has been shared with the students in

both the Youth Work program and the Social Work program. This provides the students with a clear guide for their work and expectations of it.

Success Factors: The success of the CD Assessment process lies in the hands of the faculty. The program is counting on several faculty members to participate fully in the program. Without their participation it is unclear at this time how to proceed.

The Pilot's success will be revealed once more results are in. Dr. Heathfield is open to refining the process, adjusting it, or scrapping it, if need be. However, the early results are promising and there is a renewed level of commitment to the process through this new pilot.

Recommendations: Ideally, both of the Unit-Level Assessment projects in the Applied Sciences Department will move from the "Pilot" stage to a full-scale Assessment next year. Once the results are in and are analyzed, more time will be spent deciding on a course of action.

In addition, during the next year, it is recommended that the Criminal Justice program begin developing a Unit-Level assessment program with the support of the Unit-Level Liaison.
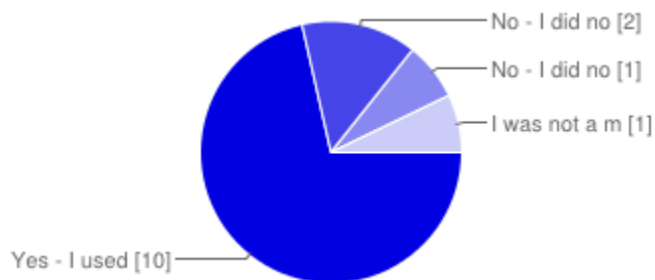
Applied Science Appendix A

Applied Science Appendix B

14 responses

View all responses Publish analytics

Summary

Did you participate in the Effective Writing Assessment in the Applied Sciences Department last spring?

Yes - I used the rubric and submitted data	**10**	71.4%
No - I did not use the rubric nor submit data	**2**	14.3%
No - I did not use the rubric or submit data but I did participate in other aspects of the assessment process (attendance at department meetings, department discussions about writing, development of the rubric, etc.)	**1**	7.1%
I was not a member of the Applied Sciences Department last year.	**1**	7.1%

4

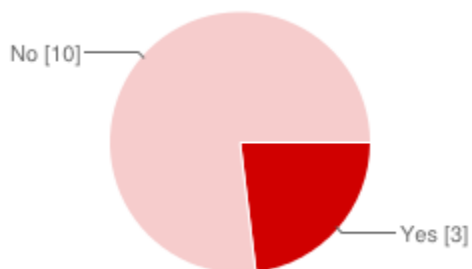Was the assessment what you expected (in terms of ease of use, time commitment, etc.)
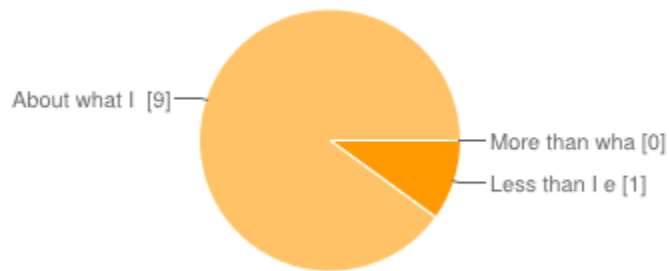
Less than I expected.	**1**	7.1%
About what I expected.	**9**	64.3%
More than what I expected.	**0**	0%

In what way(s) was the assessment more or less than you expected?

NA

Didn't understand the value of it.

Have you been using the Writing Resource website?

Yes	**3**	21.4%
No	**10**	71.4%

Which areas of the Writing Resource website have you used?

Writing Resources links	**3**	21.4%
Developmental Rubric	**0**	0%
Student Feedback	**0**	0%
Assignment Design	**0**	0%

Applied Sciences Writing Information   **1**   7.1%

Do you plan on using the Writing Resources website?
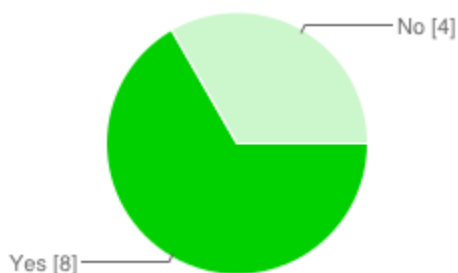
Yes   **8**   57.1%

No   **4**   28.6%

How can we improve the Writing Resource website?

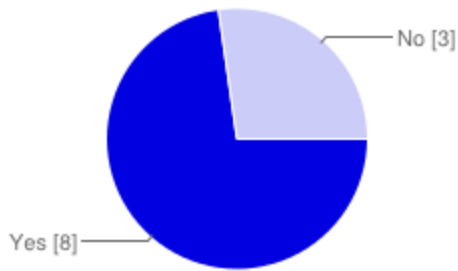Constantly remind me where and how to access it

include more resources that are tutorials for students on specific skills or concepts

Do you want to continue assessing effective writing as a department in the same way it was done last year?
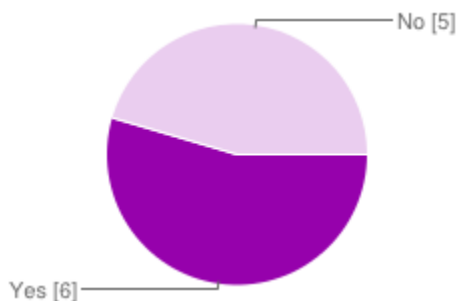
Yes   **6**   42.9%

No   **5**   35.7%

Do you want to continue assessing effective writing by narrowing the focus?

Yes **8** 57.1%

No **3** 21.4%

If we were to focus on one area of Effective Writing, which area are you most interested in further assessing?

Focus	**2**	14.3%
Organization	**2**	14.3%
Voice	**0**	0%
Development and Elaboration	**2**	14.3%
Style and Diction	**1**	7.1%
APA Style and Support	**2**	14.3%
Proofreading	**3**	21.4%

In what ways has the Assessment of Effective Writing changed/improved the teaching and learning in your courses?

It has not change or support my class in anyway. I have used my own resources, based on the individual needs of my students whenever possiable.

Thinkinhg more about writing support and how to get students to the expertise they need

The students are more aware the need to imporve their basic writing ability and convey their thoughts and feeleings.

more of rubric focus

Most students leave the course a much stronger writer.

It's made me think about how I provide feedback for students, It's also made me think about how to build metacognitive awareness for students about their own writing strengths and challenges

I am more cognizant of how I grade student submissions.

Please add anything else you believe will be helpful in furthering our department and unit level assessment efforts.

Provide training on the process for adjunct, let us know more about the outcomes of the assessment.

Everything is so last minute for adjuncts.

Keep at it tiger!

writing is important but it is difficult to carve out the time to devote to teaching and assessing writing in the context of our work

An asssessment of their writing ability should be made available from the English classes that they take so we have a better understanding of the help they have already received and where their strenghts and area in need of improvement are.

Applied Science Appendix C   **New Assessment Plan – fall 2014**

If You Are Teaching…	Then You Must Assign….	And Use this Assessment Rubric….	To Collect Data from…
CD 101	4 Observation and Interpretations 1. Infants 2. Toddlers 3. Preschoolers 4. School - Age	Observation and Interpretation Rubric	The School-Age Observation
CD 107	A minimum of one Personal Reflection Paper	Personal Reflection Rubric	The last reflection paper submitted (if more than 1 assigned)
CD 109	An analysis of at least one lesson plan	Lesson Plan Analysis Rubric	The last lesson plan analyzed (if more than 1)
For the Gateways Credential (Level IV Professional Contribution)	An observation of the language and literacy opportunities in a child care room/program. A plan for improvement based on those observations. An *Action Plan* for making the program improvements.	No Rubric	Students must save this assignment electronically as evidence of this professional contribution.
CD 120	Philosophy Paper	Philosophy Statement Rubric	This assignment only
CD 143	Documentation of a Completed Lesson in Math or Science	Documentation Rubric	This assignment only
CD 149	An analysis of at least one lesson plan	Lesson Plan Analysis Rubric	The last lesson plan analyzed (if more than 1)
CD 201	An Observation and Interpretation of a Child (this can be embedded in the Child Study)	Observation and Interpretation Rubric	This part of the child study
CD 258	A minimum of one Personal Reflection Paper	Personal Reflection Rubric	The last reflection paper submitted (if more than 1 assigned)
CD 262	A minimum of one Personal Reflection Paper	Personal Reflection Rubric	The last reflection paper submitted (if more than 1 assigned)
For the Gateways Credential (Level IV Professional Contribution)	Advocacy Letter	No Rubric	Students must save this assignment electronically as evidence of this

			professional contribution.

In CD 259, students will

Reflect throughout their portfolio	Reflection Rubric	Assessed by All Full Time Instructors
Observe the children in their classroom	Observation and Interpretation Rubric	Assessed by All Full Time Instructors (this can be found as an artifact under Standard 1)
Develop a Lesson Plan based on those observations		
Research available lesson plans and analyze one of them	Lesson Plan Analysis Rubric	Assessed by All Full Time Instructors (this can be found as an artifact under Standard 4)
Teach the lesson while being observed by the practicum instructor		
Document the learning	Documentation Rubric	Assessed by All Full Time Instructors (This can be found as an artifact under Standard 3)
Rewrite the Philosophy Paper into a Concise Philosophy Statement	Philosophy Rubric	Assessed by the Practicum Instructor
Present an eportfolio based on the NAEYC/ECADA Standards	Portfolio Rubric	Assessed by the Practicum Instructor
Students are required to submit all professional contributions in their eportfolios		Membership in a Professional Organization Program Improvement Plan Advocacy Letter

Applied Science Appendix D

Final Program Learning Outcomes – Basic Certificate in Youth Work

Program Learning Outcome - BC Social Work - Youth Work Key I Introduced P Practiced M Met				
Program Outcome	SOC SER 109	SOC SER 215	SOC SER 248	SOC SER 249
1 Initiate and develop strong relationships with youth in order to work effectively in a variety of youth settings.		I, P	P	M
2 Build youth voice, choice, and action.		I, P	P	M
3 Evaluate youth programs.		I, P	P	M
4 Describe young people, youth development, and youth work from a strengths-based perspective acknowledging the capacity of each individual young person.	I, P		P	M
5 Reflect and assess personal practice regarding adult relationships in the workplace, working with people in the community, management skills, and work ethics.	I	I, P	P	M
6 Advocate for programs to be more "youth-centered" in policy and practice.		I	P	M

Applied Science Appendix E – Child Development Key Assessment Rubrics

I.   Key Assessment: Observation and Interpretation Rubric

Standards	Meets the Standard	Emerging skills	Does not Meet the Standard
4b. Knowing & understanding effective strategies & tools for early education	Objective language is used throughout the observation description. Student remains focused on observed behavior and does not include any interpretive or reflective statements.	Objective language is used sometimes but the student also includes interpretive comments.	Subjective or judgmental language is used throughout the description and the student continuously makes interpretive comments.
3b. Knowing about & using observation, documentation, & other appropriate assessment tools & approaches	Actions and interactions are all described in vivid detail. Child's language is quoted verbatim. Actions are recorded sequentially.	Actions and interactions are described clearly but lacking in detail. Child's language is quoted some of the time. Actions are recorded sequentially some of the time	Actions and interactions are described with very little detail and are difficult to follow. Child's language is not included or is corrected for grammar. Actions are not recorded sequentially and are difficult to follow
Supportive Skill #3: Written & Verbal Skills	No spelling, grammar or punctuation errors or typos.	Some errors in spelling, grammar, and punctuation, or typos that somewhat distract from the writing.	Many errors in spelling, grammar, punctuation, and typos. Errors are prominent and distract too much from the writing.
3a. Understanding the goals, benefits, & uses of assessment	Student uses observed behaviors as evidence for interpretations or reflections.	Student sometimes uses observed behaviors as evidence but also uses some speculation	Student does not use observed behaviors as evidence but relies solely on speculation
1b. Knowing & understanding the multiple influences on development & learning Supportive Skill #5: Identifying & using professional resources	Student uses concepts of development as the main source of evidence for interpretations or reflections	Student begins to use concepts of development as evidence for interpretations but also relies on personal experience to describe development	Student relies solely on personal experience and does not use concepts of child development as evidence for interpretations or reflections
1c. Using developmental knowledge to create healthy, respectful,	Student uses observation to make informed, and developmentally/culturally appropriate decisions in the	Student begins to use observation to inform practice but also relies	Student does not use observation to inform practice but solely relies

| supportive, & challenging learning environments | classroom (hypothetically or field experiences) | on teacher-centered practices | on teacher-centered practices |

II.   Key Assessment: Documentation Rubric

Standards	Meets the Standard	Emerging skills	Does not Meet the Standard
6b. Knowing about & upholding ethical standards & other professional guidelines	There is no identifying information about the child or school on the documentation in order to preserve confidentiality	There is some identifying information about the child or school	Confidentiality is violated
1a. Knowing & understanding young children's characteristics & needs	Documentation is used as an assessment tool to analyze the developmental process	Documentation includes information about development such as developmental milestones or domains	Documentation does not include development
3d. Knowing about assessment partnerships with families & with professional colleagues	The documentation includes child assessment information to make the learning process visible	The documentation includes child assessment information	Child assessment information is not included
2c. Involving families & communities in their children's development & learning	The documentation is targeting all audiences including the children, teachers/colleagues, families and the community.	The documentation targets one or two audiences but does not consider all of them.	The documentation does not seem to have an audience.
Supportive Skill 4: Making connections between prior knowledge/ experience & new learning	The documentation reveals the student's metacognitive awareness of her/his own learning process in rich, descriptive detail	The documentation describes some of the student's thoughts but does not go into detail about the student's own learning process	There is no description of the student's learning process or the description is superficial.
3c: Understanding and practicing responsible assessment to promote positive outcomes for each child	Within the documentation there is ample evidence of the student observing, gathering artifacts, questioning and hypothesizing.	Within the documentation there is some evidence of the student observing and gathering artifacts but there may not be evidence of the student questioning or hypothesizing.	There is very little evidence of the student observing, gathering artifacts, questioning or hypothesizing.
Supportive Skill 3: Written and Verbal Skills	All writing in the documentation is written clearly and without any spelling, grammar, punctuation errors, or typos.	Writing within the documentation is somewhat vague. Some distracting errors in spelling, grammar, and punctuation, and/or typos.	Written errors are prominent and distract too much from the meaning.

III.   Key Assessment: Lesson Plan Analysis Rubric

Standards	Meets the standard	Emerging	Does not meet the standard
5c. Using their own knowledge, appropriate early learning standards, & other resources to design, implement, & evaluate meaningful, challenging curricula for each child	Explains how the lesson plan does or does not follow DAP using detailed descriptors	Identifies whether or not the plan incorporates DAP but does not explain how	No reference to DAP
2a. Knowing about & understanding diverse family & community characteristics	Examines the lesson for sensitivity to cultural and linguistic diversity and provides suggestions to strengthen the lesson's sensitivity.	Describes how the lesson is sensitive to cultural and linguistic diversity, but does not provide suggestions to strengthen the lesson's sensitivity.	No discussion of how the lesson is or is not sensitive to cultural and linguistic diversity
5c. Using their own knowledge, appropriate early learning standards, & other resources to design, implement, & evaluate meaningful, challenging curricula for each child.	Includes a rich description of expansion activities and describes how they relate to and support the lesson plan	Includes some description of expansion activities but the explanation of how they relate to the lesson plan is not clear.	No description of expansion activities or some activities are mentioned with no explanation of how they relate to the lesson plan
5a. Understanding content knowledge & resources in academic disciplines Supportive Skill #2: Mastering & applying foundational concepts from general education	Identifies the learning goals of the lesson plan and describes reasonable child behaviors that would indicate that the learning goals have been met	Identifies the learning goals of the lesson plan but does not fully describe child behaviors that would indicate that the learning goals have been met.	No learning goals are identified or they are inaccurately described.
4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches	Lists appropriate adaptations that directly relate to the lesson plan and are accurate and appropriate for children with developmental challenges	Lists some adaptations but with little connection to the original lesson plan or are not necessarily appropriate for children with developmental challenges	No adaptations or inappropriate adaptations listed.
Supportive Skill 3: Written and verbal skills	Writes clearly and without any spelling, grammar, & punctuation errors, or typos.	Writes clearly with some errors in spelling, grammar, and punctuation, or typos that somewhat distract from the writing.	Errors are prominent and distract too much from the writing.
4d. Reflecting on their own practice to promote positive outcomes for each child	Reflections are thoughtful and complete. They reveal personal feelings about the topic. They reflect on personal experiences related to the topic. Questioning and other techniques are used that	Reflections are brief. They reveal a little about personal feelings or experiences related to the topic but they could be more thoughtful and go into more detail. There is the beginning	Reflection is limited or superficial. They don't reveal any personal feelings or ideas. No questioning is used.

	probe for deeper meaning.	of reflection or questioning.	

IV. Key Assessment: Reflection Rubric

Standards	Meets the Standard	Emerging skills	Does not Meet the Standard
4d. Reflecting on their own practice to promote positive outcomes for each child	Reflections are thoughtful and complete.	Reflections are brief.	Reflections are superficial.
Supportive Skill #1 Self-assessment & self-advocacy	They reveal personal feelings or experiences about the topic.	They reveal a little about personal feelings or experiences related to the topic, but they could be more thoughtful and go into more detail.	They don't reveal any personal feelings or ideas
6d. Integrating knowledgeable, reflective, & critical perspectives on early education	Questioning and other techniques are used that probe for deeper meaning.	There is the beginning of reflection or questioning.	No questioning is used.
Supportive Skill #4: Making connections between prior knowledge/experience & new learning	The writing describes how the student's understandings have changed using specific, meaningful examples. Comparisons are made between student's prior and current understandings. Important questions are raised for further exploration.	The writing describes how understandings have changed and gives some examples. Limited comparisons are used between student's prior and current understandings.	Nothing is revealed or examined in any detail.
Supportive Skill #3: Written & verbal skills	No spelling, grammar or punctuation errors or typos.	Some errors in spelling, grammar, and punctuation and/or typos that distract from the meaning.	Many errors in spelling, grammar, punctuation. Errors & typos are prominent and distract too much from the writing.
Supportive Skill: Written communication	The writing is clear and well organized.	The writing is fairly clear but the organization can be difficult to follow.	The writing is unclear and disorganized.

V.   Key Assessment: Practicum Portfolio Rubric

Standards	Exceeds Candidate demonstrates *outstanding* application of the standard	Meets Candidate demonstrates application of the standard	Does not meet Candidate *does not* demonstrate application of the standard
Standard 1: Promoting Child Development and Learning	1a. Knowing and understanding young children's characteristics and needs	1a. Knowing and understanding young children's characteristics and needs	The portfolio does not provide adequate examples of the candidate's ability to meet this standard
Standard 1: Promoting Child Development and Learning	1b. Knowing and understanding the multiple influences on development and learning	1b. Knowing and understanding the multiple influences on development and learning	The portfolio does not provide adequate examples of the candidate's ability to meet this standard
Standard 1: Promoting Child Development and Learning	1c. Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments.	1c. Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments.	The portfolio does not provide adequate examples of the candidate's ability to meet this standard
Standard 2: Building Family and Community Relationships	2a. Knowing about and understanding diverse families and community characteristics	2a. Knowing about and understanding diverse families and community characteristics	The portfolio does not provide adequate examples of the candidate's ability to meet this standard
Standard 2: Building Family and Community Relationships	2b. Supporting and engaging families and communities through respectful, reciprocal relationships.	2b. Supporting and engaging families and communities through respectful, reciprocal relationships.	The portfolio does not provide adequate examples of the candidate's ability to meet this standard
Standard 2: Building Family and Community Relationships	2c. Involving families and communities in their children's development and learning.	2c. Involving families and communities in their children's development and learning.	The portfolio does not provide adequate examples of the candidate's ability to meet this standard
Standard 3: Observing, Documenting and Assessing to Support Young Children and Families	3a. Understanding the goals, benefits, and uses of assessment	3a. Understanding the goals, benefits, and uses of assessment	The portfolio does not provide adequate examples of the candidate's ability to meet this standard
Standard 3: Observing, Documenting and Assessing to Support Young Children and Families	3b. Knowing about & using observation, documentation, & other appropriate assessment tools & approaches	3b. Knowing about & using observation, documentation, & other appropriate assessment tools & approaches	The portfolio does not provide adequate examples of the candidate's ability to meet this standard
Standard 3: Observing, Documenting and Assessing to Support	3c. Understanding & practicing responsible assessment to promote	3c. Understanding & practicing responsible assessment to promote	The portfolio does not provide adequate examples of the

Young Children and Families	positive outcomes for each child	positive outcomes for each child	candidate's ability to meet this standard
Standard 3: Observing, Documenting and Assessing to Support Young Children and Families	3d. Knowing about assessment partnerships with families and with professional colleagues	3d. Knowing about assessment partnerships with families and with professional colleagues	The portfolio does not provide adequate examples of the candidate's ability to meet this standard
Standard 4: Using Developmentally Effective Approaches to Connect with Children & families	4a. Understanding positive relationships and supportive interactions as the foundation of their work with children	4a. Understanding positive relationships and supportive interactions as the foundation of their work with children	The portfolio does not provide adequate examples of the candidate's ability to meet this standard
Standard 4: Using Developmentally Effective Approaches to Connect with Children & families	4b. Knowing and understanding effective strategies and tools for early education	4b. Knowing and understanding effective strategies and tools for early education	The portfolio does not provide adequate examples of the candidate's ability to meet this standard
Standard 4: Using Developmentally Effective Approaches to Connect with Children & families	4c. Using broad repertoire of developmentally appropriate teaching/learning approaches	4c. Using broad repertoire of developmentally appropriate teaching/learning approaches	The portfolio does not provide adequate examples of the candidate's ability to meet this standard
Standard 4: Using Developmentally Effective Approaches to Connect with Children & families	4d. Reflecting on their own practice to promote positive outcomes for each child	4d. Reflecting on their own practice to promote positive outcomes for each child	The portfolio does not provide adequate examples of the candidate's ability to meet this standard
Standard 5: Using Content Knowledge to Build Meaningful Curriculum	5a. Understanding content knowledge and resources in academic disciplines	5a. Understanding content knowledge and resources in academic disciplines	The portfolio does not provide adequate examples of the candidate's ability to meet this standard
Standard 5: Using Content Knowledge to Build Meaningful Curriculum	5b. Knowing and using the central concepts inquiry tools and structures of content areas or academic disciplines.	5b. Knowing and using the central concepts inquiry tools and structures of content areas or academic disciplines.	The portfolio does not provide adequate examples of the candidate's ability to meet this standard
Standard 5: Using Content Knowledge to Build Meaningful Curriculum	5c. Using their own knowledge, appropriate early learning standards, and other resources to design implement, and evaluate meaningful, challenging curricula for each child.	5c. Using their own knowledge, appropriate early learning standards, and other resources to design implement, and evaluate meaningful, challenging curricula for each child.	The portfolio does not provide adequate examples of the candidate's ability to meet this standard
Standard 6: Becoming a Professional	6a. Identifying and involving oneself with the early childhood field	6a. Identifying and involving oneself with the early childhood field	The portfolio does not provide adequate examples of the

			candidate's ability to meet this standard
Standard 6: Becoming a Professional	6b. Knowing about and upholding ethical standards and other professional guidelines	6b. Knowing about and upholding ethical standards and other professional guidelines	The portfolio does not provide adequate examples of the candidate's ability to meet this standard
Standard 6: Becoming a Professional	6c. Engaging in continuous, collaborative, learning to inform practice.	6c. Engaging in continuous, collaborative, learning to inform practice.	The portfolio does not provide adequate examples of the candidate's ability to meet this standard
Standard 6: Becoming a Professional	6d. Integrating knowledgeable, reflective, and critical perspectives, on early education	6d. Integrating knowledgeable, reflective, and critical perspectives, on early education	The portfolio does not provide adequate examples of the candidate's ability to meet this standard
Standard 6: Becoming a Professional	6e. Engaging in informed advocacy for children and the profession	6e. Engaging in informed advocacy for children and the profession	The portfolio does not provide adequate examples of the candidate's ability to meet this standard
Supportive Skill #3: Written & Verbal skills	Write clearly and without any spelling, grammar, punctuation errors, or typos.	Write clearly with some errors in spelling, grammar, and punctuation, and/or typos that somewhat distract from the writing.	Errors are prominent and distract too much from the writing.
Supportive Skill #1: Self-assessment & self-advocacy	Write thoughtful and complete reflective narratives that demonstrate metacognitive awareness of the student's own work as it relates to the standards	Write thoughtful and complete reflective narratives that demonstrate knowledge of the standards	Reflective narratives do not provide adequate examples of this Supportive Skill
Supportive Skill #2: Mastering & applying foundational skills			

VI Key Assessment – Philosophy Statement Rubric

Standards	Meets	Emerging	Does not Meet
1b. Knowing and understanding the multiple influences on early development and learning.	The statement clearly articulates a philosophy that is personal & considers the multiple influences on early development and learning.	The statement partially articulates a philosophy that is personal and includes at least one influence on early development and learning.	The statement does not articulate a personal philosophy.
Philosophy: 6d. Integrating knowledgeable, reflective, and critical perspectives on early education.	The statement incorporates several ideas about children's development, learning and dispositions.	The statement incorporates some ideas about children's development, learning and dispositions	The statement does not incorporate ideas about children's development, learning or dispositions.
Personal Experiences: 4d. Reflecting on own practice to promote positive outcomes for each child. SS 1: Self-assessment and self-advocacy.	The writer describes in detail what s/he brings to the profession in order to promote positive outcomes for each child.	The writer describes in partial detail what s/he brings to the profession in order to promote positive outcomes for each child.	The writer does not describe what s/he brings to the profession.
Vision for the future: 6e. Engaging in informed advocacy for young children and the early childhood profession.	The statement includes a clear vision of a future application of the personal philosophy.	The statement includes a partial vision of a future application of the personal philosophy.	The vision for the future is vague or nonexistent.

Standards	Meets	Emerging	Does not Meet
Approach to Cultural, Linguistic, and Ability Diversity (CLAD): 1a. Knowing and understanding young children's characteristics and needs, from birth through age 8.	The statement includes a clear vision for how differences will be supported.	The statement includes a partial vision for how differences will be supported.	The statement does not include anything about differences.
Writing: SS 3: Written and verbal skills	The writing has been carefully edited. There are less than 5 writing errors.	There are between 6-10 writing errors. The paper would have benefited from another edit.	There are several writing errors. This distracts from the work

Applied Science Appendix F

https://docs.google.com/forms/d/1zURkHd2sWPYJdZb8fx7aCxfH8KIK9r7iOJQx3wLhJjs/viewform

Applied Science Appendix G

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	Writing is unfocused, or unclear, or has so many writing errors that the work is incomprehensible.

			that distract from the work.	

Applied Science Appendix H

Social Work Practicum - 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 social work agencies from a "client-centered" perspective.	Evaluates social work agencies programs partially from a "client-centered" perspective.	Evaluates social work agencies programs with little consideration paid to a "client-centered" perspective.	There is no evaluation or the evaluation does not reflect a "client-centered" perspective.
Advocacy	Uses voice with strong conviction to advocate for social work policies and practices appropriate to the context or audience.	Uses voice with moderate conviction to advocate for social work policies and practices appropriate to the context or audience.	Uses voice with minimum conviction to advocate for social work policies and practices appropriate to the context or audience.	There is no evidence of advocacy.
Articulation	Thoughtfully and thoroughly articulates an understanding of social work processes and clients from a strengths-based perspective.	Articulates an accurate understanding of social work processes and clients from a strengths-based perspective.	Articulates a partially accurate understanding of social work processes and clients from a strengths=based perspective.	Articulates a rudimentary understanding of social work processed and clients 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	Writing is unfocused, or unclear, or has so many writing errors

			errors that distract from the work.	that the work is incomprehensible.

Applied Science Appendix I
https://docs.google.com/forms/d/11TUiADAKmIFb5GS1-3OoDGwCX7wgFGnxl8ANcEwOpBE/viewform

Applied Science Appendix J
https://docs.google.com/forms/d/1zURkHd2sWPYJdZb8fx7aCxfH8KIK9r7iOJQx3wLhJjs/viewanalytics

Applied Science Appendix K
https://docs.google.com/forms/d/11TUiADAKmIFb5GS1-3OoDGwCX7wgFGnxl8ANcEwOpBE/viewanalytics