

Student Name	Date	Observer Name & Signature

For each criterion in the rubric, circle the box that best describes your assessment of the student.

PRESENTATION CRITERIA

CRITERION	HIGH	MODERATE	LOW
Knowledge Base	Discusses appropriate knowledge taking account of differing ideologies and methodologies for effecting change.	Identifies appropriate knowledge with minor exploration of differing opinions and theories.	Dualistically expresses ideals and methods causing the observer to chose between two options.
Evidence	According to outline the presentation is organized, systematic, coherent and complete making use of anecdotes, visuals, and other attention maintenance aids.	Systematic and coherent presentation utilizing handouts or prior produced materials.	Exposition of related content appropriate to the assignment.
Ethics	A position that includes attention to at least three levels of ecology (individuals, groups, social classes, etc.) impacted by any proposed changes.	A position that includes attention to at least two levels of ecology (individuals, groups, social classes, etc.) impacted by any proposed changes.	Stated position that overlooks two or more levels of ecology (individual, group, or social class, etc.) affected by the proposed changes.
Comportment	Measured communication within stated time limits that leads to and points out conclusions.	Communication that includes related elements and evidence to support a single conclusion.	Proper professional dress and clear, appropriately structured communication for age, profession, etc. Free from unexplained jargon.
Knowledge Skill	Identifiable ability to respond to questions systematically with verifiable information from recognized scholarly sources.	Ability to respond to questions using reputable sources as corroboration for answers given.	Ability to respond to questions using logical inferences from available, commonly known data.

CONTENT CRITERIA

CRITERION	HIGH	MODERATE	LOW
Progression	Discusses the development of ability across a 4 to 5 year time span.	Distinguishes between introductory, reinforcing, and extending knowledge in social work generalist education.	States how grades reflect or misrepresent the extent of individual learning.
Self-Efficacy	Expresses ability to Apply Problem Solving & Critical Thinking Skills, and Demonstrate Self-Awareness Manage Personal Stress as well as the other efficacy traits.	Expresses ability to Utilize Constructive Feedback with Efficacy, and Demonstrate a Commitment to Learning as well as the other efficacy traits.	Expresses ability to Identify as a professional social worker, Communicate Effectively with Cultural Competence, Utilize Time and Resources with Efficacy, and Exemplify Ethical Conduct.
Life-long Learning	Expresses a plan for continued learning that includes research, speaking and publishing.	Expresses a plan that includes public speaking.	Expresses a plan that includes individual research.
Field as Signature	Articulates the function of coursework, field practicum, and collegial interaction in the integration of theory and practice.	Articulates the function of coursework, field practicum, and collegial interaction in the development of competency.	Misses one or more important functions in the development of competency.
Integration	Evidences integration and value statement for each GE core: communication, humanities/fine arts, social and behavioral sciences, natural sciences, history, and mathematics.	Evidences integration and value statement for at least 3 of the 7 GE core	Neglects integration and/or value statement for at least 3 of the 7 GE core.