

**CHS Assessment Rubrics (Revised 10/28/2019)**

<b>Knowledge of human behavior</b>				
Students identify and demonstrate an understanding of human behavior within the context of various social, developmental, global, economic, political, biological and/or environmental systems. These studies cover theory, historical and developmental perspectives				
<b><i>Expectation</i></b>	<b><i>Does not Meet</i></b>	<b><i>Approaches</i></b>	<b><i>Meets</i></b>	<b><i>Exceeds</i></b>
	Evidence shows student performs well below expectation (or) Evidence is not available.	Evidence shows student is developing competence and does not yet meet expectation.	Evidence shows student meets expectation.	Evidence shows student performs above expectation.
Recognize that human behavior is shaped by various social, developmental, global, economic, political, biological and/or environmental systems, and apply that knowledge to one or more topics in the field.	The student incorrectly recognizes the origins of human behavior in larger systems (social, developmental, global, economic, political, biological and/or environmental). (or) There is no evidence of recognition of the origins of human behavior.	The student begins to recognize that human behavior is shaped by more than one system (social, developmental, global, economic, political, biological and/or environmental).	The student recognizes that human behavior is shaped by various social, developmental, global, economic, political, biological and/or environmental systems. The student applies that knowledge to one or more topics.	The student recognizes that human behavior is shaped by various social, developmental, global, economic, political, biological and/or environmental systems. The student applies that knowledge to one or more topics. The student compares and contrasts alternative explanations of human behavior.
Identify and demonstrate theory, research, and historical perspectives to explain human behavior.	The student incorrectly identifies theory, research, and historical perspectives relevant to human behavior, and/or does not recognize their importance. (or) There is no evidence of identification of theory, research, or historical perspectives relevant to human behavior.	The student recognizes the importance of theory, research, and historical perspectives relevant to human behavior, and identifies some of their elements.	The student identifies and uses theory, research, and historical perspectives to explain human behavior.	The student identifies and uses theory, research, and historical perspectives to explain human behavior. The student compares and contrasts theories, research findings, and historical perspectives.

### Knowledge of service delivery

Students identify and analyze systems, institutions and policies that are relevant to the delivery of services in their field of study.

<b><i>Expectation</i></b>	<b><i>Does not Meet</i></b> Evidence shows student performs well below expectation (or) Evidence is not available.	<b><i>Approaches</i></b> Evidence shows student is developing competence and does not yet meet expectation.	<b><i>Meets</i></b> Evidence shows student meets expectation.	<b><i>Exceeds</i></b> Evidence shows student performs above expectation.
Identify systems, institutions and policies that are relevant to the delivery of services in their field of study.	The student identifies systems, institutions and/or policies that are outside the scope of her/his field of study. (or) There is no evidence of identification of systems, institutions or policies.	The student begins to identify some of the systems, institutions and/or policies that are relevant to the delivery of services in her/his field of study.	The student identifies systems, institutions and/or policies that are relevant to the delivery of services in her/his field of study. The student applies that knowledge to one or more topics.	The student identifies systems, institutions and/or policies that are relevant to the delivery of services in her/his field of study. The student applies that knowledge to one or more topics. The student distinguishes the scope and functions of these systems, institutions and policies.
Analyze systems, institutions and policies that are relevant to the delivery of services in their field of study.	The student attempts to analyze systems, institutions or policies, and offers an analysis that is misguided. (or) There is no evidence of attempted analysis.	The student begins to analyze some of the systems, institutions and/or policies that are relevant to the delivery of services in her/his field of study.	The student analyzes systems, institutions and/or policies that are relevant to the delivery of services in her/his field of study. The student begins to recognize the interrelationships among these elements.	The student analyzes systems, institutions and/or policies that are relevant to the delivery of services in her/his field of study. The student recognizes the interrelationships among these elements and evaluates their effectiveness.

## Skills

Students acquire skills in assessment, intervention and evaluation with individuals, families, groups and/or communities in their field of study. Additionally, students demonstrate digital and information literacy as appropriate to their field.

<b><i>Expectation</i></b>	<b><i>Does not Meet</i></b> Evidence shows student performs well below expectation (or) Evidence is not available.	<b><i>Approaches</i></b> Evidence shows student is developing competence and does not yet meet expectation.	<b><i>Meets</i></b> Evidence shows student meets expectation.	<b><i>Exceeds</i></b> Evidence shows student performs above expectation.
Identify skills in assessment, intervention and evaluation with individuals, families, groups, communities and/or programs, as appropriate to their field of study.	The student incorrectly identifies skills in assessment, intervention and/or evaluation with individuals, families, groups, communities and/or programs. (or) There is no evidence of skill identification.	The student identifies some skills in assessment, intervention and/or evaluation with individuals, families, groups, communities and/or programs, as appropriate to her/his field of study.	The student identifies key skills in assessment, intervention and evaluation with individuals, families, groups, communities and/or programs, as appropriate to her/his field of study.	The student identifies key skills in assessment, intervention and evaluation with individuals, families, groups, communities and/or programs, as appropriate to her/his field of study. The student begins to compare different approaches to these functions.
Explain how to assess, intervene and evaluate individuals, families, groups, communities and/or programs, as appropriate to their field of study	The student incorrectly recognizes or miscalculates the role of assessment, intervention and evaluation of individuals, families, groups, communities and/or programs, as appropriate to her/his field of study. (or) There is no evidence of recognition of the role of assessment, intervention or evaluation.	The student recognizes the role of assessment, intervention and evaluation of individuals, families, groups, communities and/or programs, as appropriate to her/his field of study.	The student explains how to assess, intervene and evaluate individuals, families, groups, communities and/or programs, as appropriate to her/his field of study.	The student explains how to assess, intervene and evaluate individuals, families, groups, communities and/or programs, as appropriate to her/his field of study. The student begins to consider how these functions interrelate.

## Ethics

Students articulate and evaluate the code of ethics and/or the professional standards within their field and apply them to practice situations within their field. Students identify and examine possible conflicts between their own values and professional expectations.

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Identify the code of ethics and/or the professional standards within their field, and state the key principles in their own words.	The student identifies code of ethics and/or professional standards for her/his field, but confuses or misstates the principles. (or) There is no evidence of successful identification of ethics/professional standards.	The student identifies the relevant code of ethics and/or professional standards for her/his field, and states some, but not all, of the key principles in her/his own words.	The student identifies the relevant code of ethics and/or professional standards for her/his field, and clearly and accurately states the key principles in her/his own words.	The student identifies the relevant code of ethics and/or professional standards for her/his field, and clearly and accurately states the key principles in her/his own words. The student begins to compare ethics and/or professional standards across fields.
Apply key principles to practice situations within their field, and evaluate their value/usefulness for practice.	The student unsuccessfully applies key principles to practice situations within her/his field. (or) There is no evidence of application of principles to practice situations.	The student applies at least some of the key principles to practice situations within her/his field, and may or may not evaluate their value/usefulness for practice.	The student applies key principles to practice situations within her/his field and evaluates their value/usefulness for practice.	The student applies key principles to practice situations within her/his field and evaluates their value/usefulness for practice. The student begins to examine and adapt the principles across practice situations.
Identify their own values and examine possible conflicts	The student does not identify her/his own values or possible conflicts	The student begins to identify some of her/his own values and	The student identifies her/his own values and examines	The student thoughtfully identifies her/his own values and examines

<p>between their values and professional expectations.</p>	<p>between her/his values and professional expectations. (or) There is no evidence of identification of values or conflicts.</p>	<p>some possible conflicts between her/his values and professional expectations.</p>	<p>possible conflicts between her/his values and professional expectations.</p>	<p>possible conflicts between her/his values and professional expectations. The student begins to resolve those conflicts.</p>
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## Diversity

Students demonstrate recognition of the range of human diversity, as well as examining the impact of their own power, privilege and oppression on work with individuals, families, groups and communities. Human diversity may include, but not be limited to race, ethnicity, gender, class, socioeconomic status, age, culture, religious beliefs, sexual orientation, sexual identity, geographic differences, and/or ability.

<b><i>Expectation</i></b>	<b><i>Does not Meet</i></b> Evidence shows student performs well below expectation (or) Evidence is not available.	<b><i>Approaches</i></b> Evidence shows student is developing competence and does not yet meet expectation.	<b><i>Meets</i></b> Evidence shows student meets expectation.	<b><i>Exceeds</i></b> Evidence shows student performs above expectation.
Recognize the range of human diversity (e.g., in terms of race, ethnicity, gender, class, socioeconomic status, age, culture, religious beliefs, sexual orientation, sexual identity, geographic differences, and/or ability).	The student describes human experience as universal, rather than recognizing its diversity. (or) There is no evidence of recognition of the range of human diversity.	The student recognizes some forms of human diversity.	The student recognizes the range of human diversity.	The student recognizes the range of human diversity and begins to appreciate the implications for the human experience.
Locate themselves and the people/communities that they serve in relation to various forms of diversity.	The student defines all people, including her/himself, as occupying the same social location. The student does not locate her/himself and/or the people/communities that s/he serves in relation to forms of diversity. (or) There is no evidence that the student can locate themselves or others in relation to diversity.	The student begins to locate her/himself and the people/communities that s/he serves in relation to some forms of diversity.	The student locates her/himself and the people/communities that s/he serves in relation to various forms of diversity.	The student locates her/himself and the people/communities that s/he serves in relation to various forms of diversity. The student begins to examine the intersections between the two.

<p>Examine the impact of their own power, privilege and oppression on their work with individuals, families, groups and communities.</p>	<p>The student incorrectly examines possible impacts of power, privilege or oppression on her/his work with individuals, families, groups and communities. (or) There is no evidence that the student recognizes elements of power, privilege or oppression.</p>	<p>The student identifies some elements of her/his own power, privilege and oppression, and begins to examine at least some impacts on her/his work with individuals, families, groups and communities.</p>	<p>The student examines the impact of her/his own power, privilege and oppression on her/his work with individuals, families, groups and communities.</p>	<p>The student examines the impact of her/his own power, privilege and oppression on her/his work with individuals, families, groups and communities. The student begins to formulate effective approaches to practice that are sensitive to these issues.</p>
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## Application and Integration

Students demonstrate the application of knowledge, values and skills related to their field. Meeting this guideline through practical application such as an internship is encouraged; however, an internship is *not required* to meet the guideline. Students can demonstrate knowledge through applied learning activities and/or assignments within coursework such as interviews, role plays, research projects, mock assessment, mock counseling sessions, and grant writing. In addition, this guideline can also be met through prior learning assessment.

<b><i>Expectation</i></b>	<b><i>Does not Meet</i></b> Evidence shows student performs well below expectation (or) Evidence is not available.	<b><i>Approaches</i></b> Evidence shows student is developing competence and does not yet meet expectation.	<b><i>Meets</i></b> Evidence shows student meets expectation.	<b><i>Exceeds</i></b> Evidence shows student performs above expectation.
Integrate knowledge, values and skills.	The student unsuccessfully attempts to make connections among knowledge, values and skills relevant to her/his field of study. (or) There is no evidence of connections being made among these elements.	The student begins to integrate some of the knowledge, values and skills relevant to her/his field of study.	The student successfully integrates knowledge, values and skills relevant to her/his field of study.	The student successfully integrates and begins to evaluate knowledge, values and skills relevant to her/his field of study.
Apply knowledge, values and skills to practice in their field of study.	The student unsuccessfully applies knowledge, values and skills to practice in her/his field of study. (or) There is no evidence of application of these elements.	The student begins to apply some knowledge, values and skills to practice in her/his field of study, with some success.	The student successfully applies knowledge, values and skills to practice in her/his field of study.	The student successfully applies knowledge, values and skills to practice in her/his field of study. The student begins to engage in reflective practice.



