

## BSW assessment grant final report appendix: Capstone rubric

| Criteria                     | Exceeds Expectations<br>(10 points)  | *Meets<br>Expectations<br>(8 points)   | Partially Meets<br>Expectations<br>(7.5 points)   | Does Not Meet<br>Expectations<br>(6.5 points)   | Expected But<br>Not Observed<br>(0 points)  |
|------------------------------|--|--|---|---|---|
| <b>CONTENT/<br/>CONTEXT:</b> | <p>Elements in the assignment description are met. Thoughtful preparation and coordination were evident. Includes most of this information. The Assignment that exceeds expectations includes more than needed.</p> <p>Draws on key social work theories and concepts to systematically and methodically analyze the purpose, context of one's own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.</p> | <p>Detailed explanation or description; prompts were addressed.</p> <p>Does not go above or beyond.</p> <p>Includes less than expected information; no more than 1 omission of key information.</p>  | <p>More than a simple summary but missing key details.</p> <p>Provides no contextual information that aligns with the prompt.</p> <p>Misses one or two prompts. OR</p> <p>Includes less than expected information; no more than 2 omissions of key information.</p> | <p>Did not answer all prompts.</p> <p>Identified 1 item<br/>OR</p> <p>Includes much less than expected information; three or more omissions of key information.</p> | <p>Choose this option for all items when students do not submit work or for specific items when submissions are incomplete.</p> <p>Submission is incomplete because many prompts are unaddressed.</p> |
| <b>COMPETENCY:</b>           | <p>Exceptional application of theory to the competency. Fully connects-the-dots between the case, theory, and learning process.</p> <p>Discusses appropriate reactions, values, and concerns at stake for the client, population, and client-worker situation.</p> <p>Applies metacognitive and reflective skills that demonstrate competence with the most important information integrated and synthesized throughout the comprehensive answer.</p>        | <p>Includes theory as it is related to the case.</p> <p>Student was right about everything but did not go above and beyond.</p> <p>Very specific, answer is correct.</p> <p><b>This is the level of competency expected of students by the end of the BSW program.</b></p> | <p>Minimal critical thinking.</p> <p>Demonstrated some knowledge/understanding, not application of knowledge; inconsistent and sometimes integrates competency information.</p> <p>Missing deep or reasonable application.</p>                                      | <p>Does not address the question(s) or competency application.</p> <p>No connection to the case.</p> <p>No discussion of theory.</p>                                | <p>Choose this option for all items when students do not submit work or for specific items when submissions are incomplete.</p> <p>Submission is incomplete because many prompts are unaddressed.</p> |

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|-------------------|---|---|--|--|---|
| <b>CLARITY:</b>   | <p>Specific (concept/meaning/policy) woven into the assignment and headers.</p> <p>Organized presentation of information.</p> <p>Clear statements, statement and work addresses the assigned topic; clear, effective transitions between ideas.</p> | <p>Clear statements. Statements address the assigned topic.</p> | <p>Trouble expressing/articulating thoughts to Assignment.</p> <p>Statements posed as a series of questions, not as a clear statement; transitions and focus not clearly maintained.</p> | <p>No narrative flow.</p> <p>Ideas confusing, disconnected, purpose is unclear, topic sentences non-existent or random.</p> <p>No clear statements, fails to address assignment, lacks focus and organization.</p> | <p>Choose this option for all items when students do not submit work or for specific items when submissions are incomplete.</p> <p>Submission is incomplete because many prompts are unaddressed.</p> |
| <b>PRECISION:</b> | <p>Every prompt unpacked, detailed explanation of the description.</p> <p>Sufficient data and examples to support work; topic sentences and conclusions, assets claims only when sufficient evidence is presented.</p>                              | <p>No more than 1 "opinion"; unsupported by data.</p>           | <p>Too prescriptive.</p> <p>No more than 2 "opinions" supported by data</p>  | <p>Minimal to no supporting data, 3 or more opinions unsupported by data.</p>  | <p>Choose this option for all items when students do not submit work or for specific items when submissions are incomplete.</p> <p>Submission is incomplete because many prompts are unaddressed.</p> |

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|-------------------|--|--|---|--|--|
| <b>RELEVANCY:</b> | All information relevant to logic of essay.  | (no description provided)  | (no description provided)   | Mentions or summarizes at a surface level without elaborating. Engaged in storytelling or retelling of the case study narrative versus reasoned argument. 4 violations of relevancy; did not distinguish between relevant and irrelevant data. Irrelevant, rambling, distorts the data, or states it inaccurately.   | Choose this option for all items when students do not submit work or for specific items when submissions are incomplete.<br><br>Submission is incomplete because many prompts are unaddressed. |
| <b>BREADTH:</b>   | Goes 'above and beyond' by investing (maybe incorporating?) additional material that can inform case.<br><br>Approaches issues from variety of viewpoints (balanced presentation of sources) including well-developed opposing viewpoints. | Goes to outside source, provides relevant substance. Presents other points of view but biases reader more heavily towards one over the others. | Approaches issues from one supporting point of view and includes at least non-opposing viewpoint. | Very general, no depth or breadth. Minimal effort, vague. Only presents one point of view, either pro or con on an issue; relies primarily on one source, heavily biases reader in favor of own position. OR only considers own point of view/opinion, no use of reference material, no reference is made to source material, reasons w/narrow point of view, unaware of own prejudices. | Choose this option for all items when students do not submit work or for specific items when submissions are incomplete.<br><br>Submission is incomplete because many prompts are unaddressed. |

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| <b>LOGIC:</b> | <p>Evidence is substantiated and clear.</p> <p>Going to and citing research, referencing prior coursework/textbook(s).</p> <p>Citing concrete quantitative (qualitative) data about the context, i.e., Census data.</p> <p>Presents evidence that the student analyzed the meaning of the case, the specific stage of the planned change process, practice dynamics &amp; client system/case situation.</p> <p>Multiple conclusions/implications follow from statement and data; Assignment makes sense, order of ideas builds a relevant case; references are well integrated to support the statement or work.</p> | <p>Conclusions offered based on statements and data; Assignment overall makes sense; 1-2 ideas do not logically flow; references sufficient to support the thesis.</p> | <p>Poor adjacent agreement. Not connecting ideas.</p> <p>Draws broad conclusions. Some research evidence but may not clearly support content.</p> <p>Quotes the text and cites information but does not provide context / application / data to support the claim.</p> <p>Quotes too large and does not contextualize, minimal integration. Ideas may not consistently flow logically, may be confusing or disjointed at times.</p> <p>Conclusion offered based on thesis and data, Assignment makes sense, but logic is hard to follow due to jumping around. Additional references needed to support the argument or work.</p> | <p>Conclusion does not follow from logic or conclusion is incomplete; insufficient references to support the work, weak integration in text to support the work.</p> <p>OR</p> <p>no conclusion offered, Assignment does not make sense, arguments are confusing and do not hang together.</p> | <p>Choose this option for all items when students do not submit work or for specific items when submissions are incomplete.</p> <p>Submission is incomplete because many prompts are unaddressed.</p> |