

## HUMAN SERVICES ASSOCIATE DEGREE PROGRAM FY 2008-2009 ASSESSMENT

STUDENT NAME:					
<b>OBJECTIVE #1: KNOWLEDGE AND ABILITY TO APPLY WRITING SKILLS</b>					
POINTS VALUE:	1 / 1.5	2 / 2.5	3 / 3.5	4	SCORE
<b>Outcome #1</b>					
Student will be able to respond to assignments in writing using appropriate vocabulary, including Human Service terminology, and citations.	Superficial and stereotypical language. Oral rather than written language patterns predominate.	Sentences show little variety and are simplistic. Terminology is informal, relies on clichés. Tone may have inconsistencies in tense and person.	Sentences show some variety, complexity and uneven control. Terminology is accurate and generally appropriate but not advanced. Tone is usually appropriate.	Sentences are varied and complex. Terminology is precise, appropriate.	
	Vocabulary may be used inappropriately. Appropriate vocabulary may not be demonstrated.	Appropriate use of vocabulary is inconsistent.	Writing generally demonstrates appropriate use of vocabulary.	Uses advanced vocabulary. Tone is professional and consistent.	
	Sources are not cited.	Sources may be cited but not consistently in appropriate format.	Sources are generally cited in an appropriate format with minor errors.	Sources are cited and documented in the appropriate format (MLA, APA).	
<b>Outcome #2</b>					
A. Student will be able to produce clear and well organized writing in logical order	Unclear organization or organizational plan is inappropriate to thesis. No overall sense of sequence. No transitions.	Some signs of logical organization. May have abrupt or illogical shifts and ineffective flow of ideas.	Organization supports thesis and purpose. Transitions are mostly appropriate. Sequence of ideas could be improved.	Well developed paragraphs which fully supports thesis and purpose. Transition and sequence of ideas are effective.	
B. Writing develops and supports the main idea.	Reader cannot determine thesis and purpose of thesis has no relation to writing task.	Thesis and purpose are somewhat vague <b>OR</b> only loosely related to the writing task.	Thesis and purpose are fairly clear and match the writing task.	Thesis and purpose are clear to the readers and; closely match the writing.	
<b>Outcome #3</b>					
Students will be able to use standard American English in writing including spelling, punctuation and grammar	Written work has serious and persistent errors in word selection, sentence structure, punctuation, spelling and capitalization.	Written work has several major errors in word selection, sentence structure, punctuation, spelling and capitalization.	Written work is relatively free of errors in word selection, sentence structure, punctuation, spelling and capitalization	Written work has no major errors in word selection, sentence structure, punctuation, spelling & capitalization.	
<b>COMMENTS:</b>				<b>TOTAL POINTS:</b>	

### OBJECTIVE #2: CRITICALTHINKING SKILLS

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POINTS VALUE:	1 / 1.5	2 / 2.5	3 / 3.5	4	<b>SCORE</b>
<b>Outcome #1</b>					
Student will be able to research and collect appropriate information regarding the topic of inquiry.	Student does not identify or state topic of inquiry.	Student does not clearly identify or state topic of inquiry.	Student identifies/states topic of inquiry.	Student clearly and succinctly identifies or states topic of inquiry.	
	Student does not describe information or evidence needed to develop the thesis or topic.	Student describes information or evidence needed to develop the thesis or topic in vague, unclear manner.	Student mostly describes the information or evidence needed to develop the thesis or topic in a clear manner.	Student clearly and fully describes the information evidence needed to develop the thesis or topic in clear manner.	
	Student does not meet minimum required credible/professionally appropriate sources for research.	Student meets standard for minimum number of sources but they may not be credible/professionally appropriate ones or student may not meet required minimum number of sources.	Student meets the standard for the minimum number of sources and they are credible/professionally appropriate ones.	Student draws support from experience and information from credible sources beyond minimum required and all sources are credible/professionally appropriate ones.	
	Student only addresses a single source or point of view of the topic and/or student fails to clarify presented position relative to one's own. (Student deals only with a single perspective and fails to discuss other salient perspectives).	Student sometimes appropriately identifies his/her own position on the issue. Student sometimes briefly identifies other salient perspectives drawn from outside information but does not discuss/elaborate.	Student addresses and discusses/analyzes at least two salient perspectives on the topic.	Student addresses and discusses/analyzes multiple perspectives on the topic and clearly identifies his/her own position relative to the topic.	
<b>Outcome #2</b>	1 / 1.5	2 / 2.5	3 / 3.5	4	<b>SCORE</b>

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<p>Student will be able to evaluate, clarify, or explain information regarding the topic of inquiry.</p>	<p>Does not address or clarify the assumptions and/or ethical issues that underlie the issue. Merely repeats information provided, taking it as truth or denies evidence without adequate justification.</p>	<p>Identifies some of the key assumptions and/or ethical issues. Student shows limited ability to examine the evidence and source of evidence, question its accuracy, precision, relevance and completeness.</p>	<p>Student identifies many key assumptions and/or ethical issues and demonstrates some ability to examine the evidence and source of evidence, question its accuracy, precision, relevance and completeness. However, this ability is not consistent in depth or breadth.</p>	<p>Identifies and questions the validity of the key assumptions and/or addresses the ethical dimensions that underlie the issue. Observes cause and effect &amp; addresses existing or potential consequences. Clearly distinguishes between fact, opinion &amp; acknowledges value judgments</p>	
<p><b>COMMENTS:</b></p>				<p><b>TOTAL POINTS</b></p>	

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<b>OBJECTIVE #3: COMPUTER FLUENCY SKILLS (for the following answer only if you can infer)</b>					
<b>POINTS VALUE:</b>	1 / 1.5	2 / 2.5	3 / 3.5	4	<b>SCORE</b>
<b>Outcome #1</b>					
A. The student will be able to operate a computer and effectively use word processing software	Word processing software was not used to produce the report. No suggestion that student can create, save, open and edit a word document.	Word processing software was used to create and produce the writing task, but full attention was not paid to editing features (spell check/grammar check) or they were not used properly.	Word processing was used to create, appropriately edit and produce the report with some minor errors.	Student produces document using a computer and word processing software with no errors.	
B. The student will be able to find and evaluate information on the Web while being mindful of ethical, and legal issues relating to information technology	Student has not used any electronic source material or has not appropriately credited/sited the source.	Student has used the required number of web sites but they are biased and/or fraudulent and/or not credible/professionally appropriate and/or student has not cited the sources.	Student has nearly met requirements but there are minor problems with citation or quality of websites.	Student has appropriately acknowledged electronic source material to avoid plagiarism and has demonstrated ability to choose relevant, legitimate/credible websites. Student has cited all sources appropriately.	
<b>COMMENTS:</b>					<b>TOTAL POINTS</b>