Rubric for Assessing Academic and Professional Behaviors

| Student’s Name: | Click or tap here to enter text. |
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Students must demonstrate the ability to maintain scores of 3 or 4 in each of the 16 professional behavior areas listed below to be considered for admission into the social work program.

| Academic and Professional Behaviors | Unacceptable(1) | Needs Improvement(2) | Acceptable(3) | Outstanding(4) | Score |
| --- | --- | --- | --- | --- | --- |
| 1. Academic presence:
 | Student has missed 20% or more of total class time or online discussions and meetings | Student misses classes or is absent from online obligations for reasons unrelated to allowable emergencies such as convenience; and/or student has skipped one class to do work for another class | Student attends all classes or meetings and maintains an online presence except in truly rare or unusual circumstances that are considered excusable by the professor | Student attends all classes or meetings and maintains an online presence at all times | Click or tap here to enter text. |
| Comments:Click or tap here to enter text. |
| 1. Reliability
 | Student has been late to class or left early from class 3 or more times in a semester; often misses online obligations without explanation; and assignments are often late or missing | Student has occasionally been late to class or left early from class or has missed online obligations, and has late assignments no more than once per semester | Student is on time to class and stays until the end, maintains a consistent online presence and hands in assignments on time except in truly rare or unusual circumstances  | Student is always on time and stays until the end of class, hands in assignments on time and reliably maintains an online presence | Click or tap here to enter text. |
| Comments:Click or tap here to enter text. |
| 1. Communication: Maintains efficient communication with professor
 | Student does not usually contact the instructor to inform of tardiness or absence from class and/or provides no reason for absences | Student contacts the professor to inform of tardiness or absence, but does it after already missing a class or meeting | Student contacts the professor prior to the beginning of class most times (at least 90%) to inform of tardiness or absence. In the very rare instances when this is not done prior, the student contacts the professor immediately after | Student always contacts the professor prior to the beginning of class to inform of anticipated tardiness, illness, etc., except in true emergencies, and then contact the professor immediately thereafter. | Click or tap here to enter text. |
| Comments: Click or tap here to enter text. |
| 1. Respect: Demonstrates respect and support in relationships
 | Student is frequently disrespectful to and non-supportive of classmates, staff, and/or faculty | Student is occasionally disrespectful to and non-supportive of classmates, staff, and/or faculty | Student is usually respectful to and supportive of classmates, staff, and/or faculty | Student is always respectful to and supportive of classmates, staff, and/or faculty | Click or tap here to enter text. |
| Comments:Click or tap here to enter text. |
| 1. Self-Awareness: Demonstrates self-awareness
 | Student rarely shows self-awareness about the impact of verbal and non-verbal communications | Student only occasionally shows self-awareness about the impact of verbal and non-verbal communications | Student almost always maintains a high level of self-awareness about the impact of verbal and non-verbal communications | Student always maintains a high level of self-awareness about the impact of verbal and non-verbal communications | Click or tap here to enter text. |
| Comments:Click or tap here to enter text. |
| 1. Diversity Awareness: Demonstrates awareness and responsiveness to diversity
 | Student’s classroom or student-related interactions rarely reflect respect for and appreciation of diverse opinions, experiences, and/or people | Student only occasionally reflects respect for and appreciation of diverse opinions, experiences, and/or people in the classroom or during student-related interactions | Student’s classroom or student-related interactions almost always reflect respect for and appreciation of diverse opinions, experiences, and/or people | Student’s classroom or student-related interactions always reflect respect for and appreciation of diverse opinions, experiences, and/or people | Click or tap here to enter text. |
| Comments:Click or tap here to enter text. |
| 1. Collegiality: Demonstrates collegiality and collaborative interactions
 | Student has not demonstrated collaborative skills in work with others and/or student has poor relationships with classmates or others involved in student learning | Student is reluctant to collaborate with others and/or struggles with maintaining positive relationships | Student almost always works collaboratively with team members and/or student almost always engages positively with others | Student always works collaboratively with team members and/or student always engages positively with others | Click or tap here to enter text. |
| Comments:Click or tap here to enter text. |
| 1. Oral Expression: Strives for a high level of oral expression
 | Student consistently gets feedback from instructor that oral expression is unprofessional and does not make efforts to correct | Student frequently gets feedback from instructor that oral expression is unprofessional and rarely makes adjustments and/or efforts to correct | Student frequently displays appropriate oral expression and, when necessary, makes clear effort to correct errors when provided feedback | Student consistently displays appropriate and professional oral expression | Click or tap here to enter text. |
| Comments:Click or tap here to enter text. |
| 1. Written Expression: Strives for a high level of written expression
 | Student consistently gets feedback from instructors that written expression is unacceptable or unprofessional and/or grades on papers are reduced significantly because of writing | Student’s written work lacks clarity and has some errors and/or grades on papers are reduced somewhat because of writing | Student almost always expresses ideas or concepts clearly, with very few errors; and/or grades on papers are reduced only slightly because of writing | Student always expresses ideas or concepts clearly, with an absence of errors and/or grades on papers are reduced minimally because of writing | Click or tap here to enter text. |
| Comments:Click or tap here to enter text. |
| 1. Initiative & Reliability: Demonstrates initiative, reliability, and dependability
 | Student rarely takes initiative to plan and complete work in a timely manner and/or student rarely submits assignments on time | Student only occasionally takes initiative to plan and complete work in a timely manner, as a result coming to class minimally prepared | Student almost always takes initiative to plan and complete work in a timely manner and/or almost always submits assignments on time | Student always take initiative to plan and complete work in a timely manner and/or always submits work on time | Click or tap here to enter text. |
| Comments:Click or tap here to enter text. |
| 1. Responsiveness to Feedback: Demonstrates evidence of motivation to improve self
 | Student has not demonstrated receptiveness to suggestions and feedback from others and, therefore, makes no effort to adjust performance accordingly | Student is usually receptive to suggestions and feedback, but does not adjust performance accordingly | Student is almost always receptive to suggestions or feedback and adjusts performance accordingly | Student is always receptive to suggestions or feedback from others, and adjusts performance accordingly | Click or tap here to enter text. |
| Comments:Click or tap here to enter text. |
| 1. Compliance with Academic and Professional Requirements: Demonstrates compliance with the academic and professional conduct policy in the College and Social Work Program Student Handbook and Field Education Manual
 | Student demonstrates significant problems in complying with the College and/or Social Work Program requirements | Student only moderately demonstrates compliance with the College and/or Social Work Program requirements | Student almost always demonstrates compliance with the College and/or Social Work Program requirements | Student consistently demonstrates compliance with the College and/or Social Work Program requirements | Click or tap here to enter text. |
| Comments:Click or tap here to enter text. |
| 1. Compliance with the NASW Code of Ethics: Demonstrates compliance with the Code of Ethics in its entirety
 | Student is consistently non-compliant with one or more components of the Code of Ethics | Student is only moderately compliant with the components of the Code of Ethics | Student is almost always compliant with the Code of Ethics in its entirety | Student consistently demonstrates compliance with the Code of Ethics in its entirety | Click or tap here to enter text. |
| Comments:Click or tap here to enter text. |
| 1. Responsiveness to Communication: Uses departmental communications
 | Student never checks or responds to email from fellow group mates or the professor | Student rarely checks or responds to emails sent by fellow group mates or the professor | Student is usually consistent in checking email and promptly responds to correspondence from classmates and the professor | Student always checks email and is always prompt to respond to correspondence from classmates and the professor | Click or tap here to enter text. |
| Comments:Click or tap here to enter text. |
| 1. Professional Appearance: Displays professional appearance in face to face classes/online videos that does not interfere with professional relationships/responsibilities.
 | Student’s professional attire and presentation is consistently inappropriate for professional and classroom settings | Student’s professional attire and presentation is frequently inappropriate for professional and classroom settings | Student’s appearance is routinely appropriate for classroom and professional settings | Student’s appearance is consistently appropriate for classroom and professional settings | Click or tap here to enter text. |
| Comments:Click or tap here to enter text. |
| 1. Conceptual Understanding: Demonstrates ability to understand and integrate concepts and theory to practice.
 | Student frequently struggles in understanding and/or integrating concepts and theory to practice | Student sometimes struggles in understanding and/or integrating concepts and theory to practice | Student routinely understands and/or integrates concepts and theory to practice | Student consistently understands and/or integrates concepts and theory to practice | Click or tap here to enter text. |
| Comments:Click or tap here to enter text. |

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| Rubric Total Score | Click or tap here to enter text. |

Please list the class(s) in which you taught this student: Click or tap here to enter text.

Instructor’s Signature: Click or tap here to enter text. Date: Click or tap here to enter text.

(Typed or digital signature will be accepted)

Please review your scores and the instructor’s comments.

If you have an area where you scored a 1 or 2, please include in your Application Packet a letter expressing how you will improve this area.

Student’s Printed Name: Click or tap here to enter text.

Student’s Signature: Click or tap here to enter text. Date: Click or tap here to enter text.

 (Typed or digital signature will be accepted)

*(Adapted from the Tarleton State University Social Work Program Fall 2013, Updated Spring 2020)*