

**School Social Work SSWL Knowledge, Skills, and Abilities Narrative Scoring Rubric**

<b>Criterion</b>	<b>1 – Not Acceptable</b>	<b>2 – Marginal</b>	<b>3 –Acceptable</b>	<b>4 – Very good</b>	<b>5 – Outstanding</b>
<b>Writing</b>	No organizational structure; Frequent use of confusing or unclear language; Pervasive grammatical and spelling errors	Some evidence of organization but with gaps in organization; Noticeable use of confusing or unclear language; Many grammatical and spelling errors	Good organization overall but with minor gaps; Few instances of confusing, unclear, or ambiguous language; Few grammatical and spelling errors	Well organized; Clearly written; Largely free of grammatical and spelling errors	Strong organization; Writing of publishable quality; No grammatical or spelling errors
<b>Links learning activity with competency</b>	Does not identify specific learning activity and/or competency area; Does not describe how activity increased competency; No mention of coursework; No relevance for social work practice in schools	Identifies a learning activity and competency area but little if any linkage of former with latter; Few details of how activity increased learning; Mentions coursework but no clear link between coursework and competency area; Minimal relevance for social work practice in schools	Links one learning activity to a competency area; Describes in general how activity increased competency but provides few details; Links relevant coursework with competency area; Has some relevance for social work practice in schools.	Links at least one learning activity to a specific competency area; Provides details of how the activity increased competency; Discusses how relevant coursework applies to competency area; Has clear relevance for social work practice in schools	Links at least one learning activity to multiple competency areas; Provides rich details of how the activity increased competencies; Discusses in detail how relevant coursework promoted competency and identifies meaningful gaps in coursework; Has strong relevance for SW practice in schools (e.g., relates to widely applicable competency or one that is difficult to master)

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<b>Identifies challenges and take-aways</b>	Does not identify a specific challenge that arose in completing learning activity; No statement of lessons learned	Partially identifies a challenge that arose in completing learning activity; Mentions lessons learned but connection with the challenge is unclear	Identifies challenge in completing learning activity; No mention of why challenge arose; Connects challenge with lessons learned but link may be questionable	Identifies at least one challenge in completing learning activity; Considers why challenge arose; Clear statement of lessons learned from activity	Identifies one or more challenges in completing learning activity; Discusses why challenge arose with details; Thoughtful discussion of lessons learned with clear implications for practice
<b>Identifies focus for future learning</b>	Does not identify focus for future learning or identifies focus with no relevance for school social work practice	Identifies general area for future learning but provides no details	Identifies one area for future learning	Clearly states at least one area for future learning; Identifies at least one strategy for reaching learning goal(s)	Clearly states at least one area for future learning; Good fit of identified area with other learning; Clear relevance of learning goal for school social work practice; Identifies one or more strategies for reaching learning goal(s)