 **Work session in break out rooms (30 minutes)**

|  |  |
| --- | --- |
| **More than one person from an organization:*** Work together on a rubric
* Designate a notetaker
 | **Working with other organizations:*** Work on rubric individually for 20 minutes
* Share with group for 10 minutes
 |
| Get help by clicking on “Ask for Help” or leaving breakout room to join main session to talk to presenters.  |  |

# RUBRICS in 4 EASY STEPS

**Step 1:** Pick one output or outcome to assess.

**Step 2:** Choose a descriptive label for each level of achievement towards that outcome. Here are some ideas to get you started:

|  |  |  |  |
| --- | --- | --- | --- |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| Emerging | Developing | Achieving | Extending |
| Novice | Apprentice | Master | Expert |
| Failed | Survived | Succeeded | Thrived |
| Dormant | Activated | Energized | Leader |
| Beginning | Acceptable | Accomplished | Stellar |
| Below standard | Developing | At standard | Above standard |
| Not happening at all | Happening a little | Happening pretty darn good | Awesomely happening |
| Weak | Decent | Strong | Exemplary |

**Step 3:** describe levels 1-3, based on what you have actually seen. Level 1 is the worst possible scenario you have seen or worry that could happen. Level 3 should be the best you have seen in your organization to date. You can organize your description as different “Aspects,” or not. Do whatever makes sense for the output or outcome you are describing.

**Step 4:** describe Level 4, which is what going beyond the best you have seen would look like. This should be aspirational.

By developing concrete descriptions, you have a way of recognizing when things need to be improved, when things are going well, and what you want to strive for. You are also painting a realistic picture of possible outcomes.

Even if you find that you are at Level 2, at least you know it could be worse. And you also know where you are falling short.

Rubrics take time, dedication and commitment. Time spent developing a rubric increases commitment and ownership by staff.

**EXAMPLE**

OUTPUT: **NON-JUDGMENT**

**Relationship Building**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Weak | Developing | Achieving | Exemplary |
| Staff Reactions | - Being verbal about not wanting to be in the home -Open expressions of disgust- Being condescending to others-Telling clients or staff they are terrible | -Minimum engagement-Some sympathy maybe-Makes too many excuses | -Using case file to be respectful- Domestic Violence situations: No victim blaming -Open to learning | -Create a safe environment where clients can be themselves and honest-Put aside preconceived notions of someone regarding personal appearance-Praise efforts and hard work-Discuss failures as part of progress |
| Examples | -“You shouldn’t have worn that today”-“You chose drugs over your kids”-“All drug users are the same”-“I don’t want to be here because you just got out of prison”-“People don’t change” | -“Do you think it’s too hot/cold for that today?”-“You picked up your house some, but still needs lots to do” | -“I like what you are wearing, where did you get it?” | -“You look amazing! I love how it brings out your eyes” |

Organization: New Day Youth and Family Services

Desired output or outcome: **Youth Develop Own Goals & Path for Future**

|  |  |
| --- | --- |
|  | ***Levels*** |
| ***Aspects*** | **Island (1)** | **Trail (2)**  | **Rt. 66 (3)**  | **Yellow Brick Road (4)** |
|  **Goal Setting** | Don't understand what goals are | Thinking of Goals, know what a goal is | Established Goals (not written down) | Written down goals. Short & Long term |
|  **Visualizing Future** | Don't see a future | See a future, but don't know difference between dream & goal | Looking into future and network is established | Path is created for future, helping others achieve theirs. Bigger networks |
|  **Potential** | Discouraging Potential | Youth learn steps to achieve potential (goals) | Sharing ideas with others, steps prioritized | Self-improvement, values, broaden interest, confidence |
|  **Youth Resources** | Do not have access to needed resources | Access to some needed resources, but not all | Access to all needed resources | Access to needed resources & more. Youth find resources |
|  **Youth Guidance** | Youth are told what to do | Youth are themselves, don't have to follow others | Sticking to goals, not discouraged | Empowerment, helping others achieve their goals. Mentoring |

|  |  |
| --- | --- |
| Organization: |  |
| Desired output or outcome: |  |
|  | ***Levels*** |
| ***Aspects*** | **Your label (1)** | **Your label (2)**  | **Your label (3)**  | **Your label (4)** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |