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E-PORTFOLIO PURPOSE

The e-portfolio serves multiple purposes for the students, faculty, and BSSW Program. One purpose of the e-portfolio is as an opportunity for students to critically reflect on their learning throughout the BSSW Program and relate it to the ten 2008 Council on Social Work Education (CSWE) competencies. The e-portfolio also serves as an outcome measure for the Program, allowing the faculty to assess areas in the curriculum that need enhancements or modifications. Additionally, the e-portfolio is a sample of students’ knowledge, skills, and abilities that they can use with prospective employers.

REQUIRED FORMAT

Each student’s e-portfolio must consist of the following:

I. Table of Contents
   Students must create a table of contents that shows readers where they can find the different components of the portfolio and what, specifically, is included.

II. Resume
   Students must create a professional resume that would be appropriate for applying to a social work position. Students are strongly encouraged to work with our College’s career development professional, Lauren Cavicchi (in the Office of Student and Alumni Affairs, AHC5 142), on developing their resumes. You can schedule an appointment with her by going to https://fiu.joinhandshake.com/login

III. Evidence of Meeting Competencies
   For each of the 10 competencies, students must provide two (2) learning products. These learning products must be selected from the Menu of Learning Products included in these guidelines.

   Other requirements regarding the learning products:
• Students may use one learning product for multiple competencies if it is on the menu for all of those competencies. In these cases, students can upload that assignment once and place it with the first competency to which it applies.
• For each selected learning product, the student must have earned a minimum of a “C” grade.
• Students must choose at least one (1) learning product from Field Seminar I
• On a title page or running header, students must label each learning product with the course number and name as well as the name of the assignment as listed on the “Menu of Learning Products” below.

NOTE: THROUGHOUT THE BSSW PROGRAM, STUDENTS SHOULD BE SAVING ALL FINAL VERSIONS OF ASSIGNMENTS FROM COURSES FOR USE IN THE E-PORTFOLIO.

MENU OF LEARNING PRODUCTS
(Pick 2 learning products from the below menu for each competency; Each learning product must have received a ‘C’ or higher to use for the e-portfolio. At least one learning product must be from SOW 4522)

<table>
<thead>
<tr>
<th>COMPETENCY</th>
<th>LEARNING PRODUCTS</th>
<th>COURSE</th>
<th>INSTRUCTOR</th>
</tr>
</thead>
</table>
| #1         | • Literature Review  
             • Community Resource File  
             • Agency Assignment  
             • Mini Term Paper  
             • SW Population & Professional Paper  
             • Simulated Interviews  
             • Cross Cultural Identity Paper  
             • Written Assignment  
             • Three Weekly Assignments  
             • Social Welfare Analysis and Research Paper  
             • Policy Analysis Brief Assignment | • SOW 3403  
             • SOW 4522 | • All sections  
             • Linder |
|            |                                                                                   | • SOW 4522  
             • SOW 3203  
             • SOW 3203 | • Linder  
             • All sections  
             • Gray |
|            |                                                                                   | • SOW 3350  
             • SOW 3620 | • All sections  
             • All sections |
|            |                                                                                   | • SOW 3100  
             • SOW 3232 | • All sections  
             • Online sections  
             • All in-person sections |
|            |                                                                                   | • SOW 3232  
             • SOW 3233 | • All sections  
             • Online sections  
             • All in-person sections |
| #2         | • Literature Review  
             • Agency Assignment  
             • Mini Term Paper  
             • SW Population & Professional Paper | • SOW 3403  
             • SOW 4522  
             • SOW 3203  
             • SOW 3203 | • Thompson  
             • Linder  
             • All sections  
             • Gray |
| #3 | Literature Review | SOW 3403  
|     | Agency Assignment | SOW 4522  
|     | Community Resource File | SOW 4522  
|     | Case Assessment | SOW 4522  
|     | Treatment Plan | SOW 4522  
|     | Mini Term Paper | SOW 3203  
|     | SW Population & Professional Paper | SOW 3203  
|     | Individual & Family Assessment | SOW 3313  
|     | Simulated Interviews | SOW 3350  
|     | Cross Cultural Identity Paper | SOW 3620  
|     | Designing a Group Proposal | SOW 3620  
|     | Group Process Paper | SOW 4322  
|     | Social & Health Indicators Assignment | SOW 4322  
|     | Written Assignment | SOW 4332  
|     | Individual Assignment (Agency Study) | SOW 3100  
|     | | SOW 3113  
|     | | All sections  
|     | | Thompson  
|     | | Linder  
|     | | Gray  
|     | | All sections  
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|     | | All sections  
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|     | | All sections  
|     | | All sections  
|     | | All sections  
|     | | All sections fall 2018 on  

| #4 | Literature Review | SOW 3403  
|     | Agency Assignment | SOW 4522  
|     | Mini Term Paper | SOW 4522  
|     | SW Population & Professional Paper | SOW 4522  
|     | Individual & Family Assessment | SOW 3313  
|     | Simulated Interviews | SOW 3350  
|     | Cross Cultural Identity Paper | SOW 3620  
|     | Group Process Paper | SOW 4322  
|     | Written Assignment | SOW 4322  
|     | Social Welfare Analysis and Research Paper | SOW 3100  
|     | | SOW 3113  
|     | | All sections  
|     | | Thompson  
|     | | Linder  
|     | | All sections  
|     | | Gray  
|     | | All sections  
|     | | All sections  
|     | | All sections  
|     | | All sections  
|     | | All sections  
|     | | All sections  
|     | | All sections  
|     | | All in-person sections  

5
| #5 | Mini Term Paper  
|    | SW Population & Professional Paper  
|    | Individual & Family Assessment  
|    | Cross Cultural Identity Paper  
|    | Social Welfare Analysis and Research Paper  
|    | SOW 3203  
|    | SOW 3203  
|    | SOW 3313  
|    | SOW 3620  
|    | SOW 3232  
|    | All sections  
|    | Gray  
|    | All sections  
|    | All sections  
|    | All sections  
|    | All in-person sections |
| #6 | Literature Review  
|    | Mini Term Paper  
|    | SW Population & Professional Paper  
|    | Individual & Family Assessment  
|    | Cross Cultural Identity Paper  
|    | Designing a Group Proposal  
|    | Policy Analysis Brief Assignment  
|    | SOW 3403  
|    | SOW 3203  
|    | SOW 3203  
|    | SOW 3313  
|    | SOW 3620  
|    | SOW 4322  
|    | SOW 3233  
|    | All sections  
|    | All sections  
|    | Gray  
|    | All sections  
|    | All sections  
|    | All sections  
|    | All sections  |
| #7 | Case Assessment  
|    | Mini Term Paper  
|    | SW Population & Professional Paper  
|    | Individual & Family Assessment  
|    | Cross Cultural Identity Paper  
|    | Group Process Paper  
|    | Written Assignment  
|    | Individual Assignment (Agency Study)  
|    | SOW 4522  
|    | SOW 3203  
|    | SOW 3203  
|    | SOW 3313  
|    | SOW 3620  
|    | SOW 4322  
|    | SOW 3100  
|    | SOW 3113  
|    | Linder  
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|    | All sections  
|    | All sections  

fall 2018 on

| #8 | Mini Term Paper  
|    | SW Population & Professional Paper  
|    | Policy Analysis Brief Assignment  
|    | Individual Assignment (Agency Study)  
|    | SOW 3203  
|    | SOW 3203  
|    | SOW 3233  
|    | SOW 3113  
|    | All sections  
|    | Gray  
|    | All sections  
|    | All sections  
|    | All sections  |

| #9 | Literature Review  
|    | Mini Term Paper  
|    | SOW 3403  
|    | SOW 3203  
|    | All sections  
|    | All sections  

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IV. Summative Reflection

The summative reflection is a way for students to explain how they have met the required competencies by reflecting on each chosen learning product and how it demonstrates attainment of the competencies. Students also must reflect upon their professional growth in the Program.

- Minimum of eight (8) pages. NOTE: To elaborate in-depth, as required, you may need to exceed eight pages.
- Students must use 1-inch margins, double-spaced, Times New Roman, 12-point font.

Students must discuss:

1. How have these assignments helped you to meet the competency?

For each competency, discuss how each of the two learning products chosen from the menu helped you meet the competency you are addressing. Make sure to talk about both learning products. Be careful that you are discussing the two learning products from the menu which you have included in the e-portfolio. Those learning products must be on the menu for that competency.

To write this reflection, make sure to first read the competency. To help clarify what the competency means, also review the practice behaviors that are aligned with the competency (see your syllabi or learning contracts).

Think about how each assignment helped you to achieve the competency. What were the particular parts of the assignment that helped you develop certain knowledge,
skills or abilities? What did the assignment teach you? How does that connect to the competency? **Make sure to give examples and be specific.**

*Students should present these explanations by competency not by learning product. List the competency first and then below it discuss how the two learning products for that competency helped you meet that competency. Then list the next competency and so forth.*

(2) **Reflect on your professional growth and goals over your time in the Program**
Discuss what your goals were coming into the BSSW Program. Then reflect on whether you have met all of them, some of them, or none. Talk about how you have grown and what contributed to this growth. **Be specific; give examples.**

(3) **Lessons Learned for Future Practice**
What learning experiences from your classes and internship will you use in future practice? What are the lessons you have learned that you will carry with you? **Be specific; give examples.**

V. **Miscellaneous**
May contain other evidence that reflects professional development such as training certificates, awards, reference letters, transcripts, evaluations, etc. Think about what documents might be useful for potential employers to see.

****Be sure to be clear in your writing and use proper grammar and spelling.****

**SUBMISSION PROCEDURES**

By the due date on their SOW 4523 Field Seminar II syllabus, students must:

(1) Upload their e-portfolio on *Portfolium and*
(2) Send the specific link for their e-portfolio to *abeloffj@fiu.edu*

The due date will generally occur around week six of the fall/spring semester and week four for the summer.

**NOTE: Students will have 5 points deducted from the final score for each day the e-portfolio is late.**
Guidelines for Portfolium

- Students must use FIU’s Portfolium.
- Click on https://portfolium.com/network/florida-international-university
- Use your FIU e-mail as your username and create a new password.
- For any technological issues, please consult directly with Portfolium. There is an online chat feature (bottom right corner) where they can assist you.
- Use this link for learning how to set up your e-portfolio on Portfolium: https://help.portfolium.com/portfolium-com/what-is-portfolium/getting-started-in-3-steps
- **IMPORTANT:** click on the gears (settings) image next to “Preview” in the draft of your e-portfolio. Under “Visibility”, click on “Only Me”. Under “Comments”, make sure there is no check. **These settings will ensure your privacy.**
- Make sure that you click “Publish” in order for the portfolio to be submitted to Portfolium and available for viewing.
- In order for faculty to view your e-portfolio, you will need to send your specific link that is given to you when you selected “Only Me” to sowpracticum@fiu.edu by the due date.

**GRADING**

Panels of faculty will complete grading. They will check for the learning products and their correspondence to a competency, but will not be re-evaluating them. The panels will use the *E-Portfolio Assessment Rubric* (found in these guidelines) to evaluate the e- portfolios. For each competency, the panelists’ scores will be averaged. The final score will be based on the total summary score and any averaged score below a 3 will be noted.

**To graduate, students must pass the e-portfolio** (receive at least a total summary score of 30 or more and only one score below 3 on one competency).

If a student does not pass the e-portfolio, the student must revise and re-submit it by approximately week ten in fall/spring and week six for the summer. The e-portfolio will then be reviewed again. If the student still does not pass the e-portfolio, the student will be assigned a mentor and given a third opportunity to revise and submit the e-portfolio by week fifteen in fall/spring and week eleven in summer. Students who do not pass the portfolio after a third attempt will not graduate and will receive an “F” in SOW 4523. Students may be referred to a Student Review Committee if deemed appropriate.
### E-PORTFOLIO ASSESSMENT RUBRIC

<table>
<thead>
<tr>
<th>COMPETENCY</th>
<th>1 Unacceptable</th>
<th>2 Not Yet Competent</th>
<th>3 Competent</th>
<th>4 Above Expectations</th>
<th>5 Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 Identify as a professional social worker &amp; conduct oneself accordingly</td>
<td>□ No learning products were provided and/or both learning products provided were not listed on the menu for this competency</td>
<td>□ Only one learning product was provided and/or one of the learning products was not listed on the menu for this competency</td>
<td>□ Two learning products from the menu are provided for this competency</td>
<td>□ Reflections on this competency sufficiently describe how the learning products demonstrate the achievement of the competency</td>
<td>□ Two learning products from the menu are provided for this competency</td>
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<tr>
<td></td>
<td>□ Reflections on this competency are missing or do not describe how the learning products demonstrate achievement of the competency</td>
<td>□ Reflections on this competency do not sufficiently describe how the learning products demonstrate achievement of the competency</td>
<td>□ Reflections on this competency sufficiently describe how the learning products demonstrate the achievement of the competency</td>
<td>□ Reflections on this competency demonstrate the student’s ability to make significant connections between the learning products and achievement of the competency</td>
<td>□ Reflections on this competency demonstrate superior understanding of the connection between the learning products and achievement of the competency</td>
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<tr>
<td></td>
<td>□ Resume is not provided</td>
<td>□ Resume is provided but does not demonstrate a professional presentation of experience and skills</td>
<td>□ Resume demonstrates a professional presentation of experience and skills</td>
<td>□ Resume is an excellent presentation of professional accomplishments</td>
<td>□ Resume is an exceptional presentation of professional accomplishments, enhancing the overall portfolio</td>
</tr>
<tr>
<td></td>
<td>□ Miscellaneous products are inappropriate for the e-portfolio (do not reflect professional development)</td>
<td>□ Some miscellaneous products are not relevant to the e-portfolio (do not reflect professional development)</td>
<td>□ Any miscellaneous products are relevant (reflect professional development) and enhance the e-portfolio</td>
<td>□ Any miscellaneous products are relevant (reflect professional development) and enhance the e-portfolio</td>
<td>□ Any miscellaneous products are relevant (reflect professional development) and enhance the e-portfolio</td>
</tr>
<tr>
<td>#2 Apply social work ethical principles to guide professional practice</td>
<td>□ No learning products were provided and/or both learning products provided were not listed on the menu for this competency</td>
<td>□ Only one learning product was provided and/or one of the learning products was not listed on the menu for this competency</td>
<td>□ Two learning products from the menu are provided for this competency</td>
<td>□ Two learning products from the menu are provided for this competency</td>
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<tr>
<td>Reflections on this competency are missing or do not describe how the learning products demonstrate achievement of the competency</td>
<td>Reflections on this competency do not sufficiently describe how the learning products demonstrate achievement of the competency</td>
<td>Reflections on this competency sufficiently describe how the learning products demonstrate the achievement of the competency</td>
<td>There is minimal reflection on professional growth and goals and discussion on what the student will take from their learning experience into future practice</td>
<td>Reflections on this competency demonstrate the student’s ability to make significant connections between the learning products and achievement of the competency</td>
<td></td>
</tr>
<tr>
<td>There is no reflection on professional growth and goals nor discussion on what the student will take from their learning experience into future practice</td>
<td>There is significant reflection on professional growth and goals and discussion on what the student will take from their learning experience into future practice</td>
<td>Reflections on this competency demonstrate superior understanding of the connection between the learning products and achievement of the competency</td>
<td>Reflections on this competency are missing or do not describe how the learning products demonstrate achievement of the competency</td>
<td>Reflections on this competency demonstrate superior understanding of the connection between the learning products and achievement of the competency</td>
<td></td>
</tr>
<tr>
<td>□ Only one learning product was provided and/or one of the learning products was not listed on the menu for this competency</td>
<td>□ Two learning products from the menu are provided for this competency</td>
<td>□ Two learning products from the menu are provided for this competency</td>
<td>□ Two learning products from the menu are provided for this competency</td>
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<thead>
<tr>
<th>#3 Apply critical thinking to inform &amp; communicate</th>
<th>□ No learning products were provided and/or</th>
<th>□ Only one learning product was provided and/or one of the learning products was not listed on the menu for this competency</th>
<th>□ Two learning products from the menu are provided for this competency</th>
<th>□ Two learning products from the menu are provided for this competency</th>
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<tr>
<td></td>
<td>Reflections on this competency</td>
<td>Reflections on this competency</td>
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<td>□ Two learning products from the menu are provided for this competency</td>
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<td>□ Two learning products from the menu are provided for this competency</td>
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</tr>
</tbody>
</table>

11
| professional judgments | both learning products provided were not listed on the menu for this competency | Reflections on this competency do not sufficiently describe how the learning products demonstrate the achievement of the competency. Writing is inconsistent in its clarity and readability. Numerous errors (spelling, typos, grammar, usage) exist and require editing. At least one required item is not included | Reflections on this competency demonstrate the student’s ability to make significant connections between the learning products and achievement of the competency. Writing demonstrates a solid command of written language such that it enhances the portfolio; errors are minimal. All required items are included | Reflections on this competency demonstrate superior understanding of the connection between the learning products and achievement of the competency. Writing is exceptional and errors are practically non-existent. All required items are included |

<p>| #4 Engage diversity &amp; difference in practice | No learning products were provided and/or both learning products provided were not | Only one learning product was provided and/or one of the learning products was not listed on the menu for this competency. Reflections on this competency do not demonstrate the achievement of the competency. Writing is not included. | Two learning products from the menu are provided for this competency. Reflections on this competency demonstrate the student’s ability to make significant connections between the learning products and achievement of the competency. Writing is consistent and clear. Errors are minimal. All required items are included | Two learning products from the menu are provided for this competency. Reflections on this competency demonstrate superior understanding of the connection between the learning products and achievement of the competency. Writing is exceptional and errors are practically non-existent. All required items are included |</p>
<table>
<thead>
<tr>
<th>Competency</th>
<th>No learning products were provided and/or both learning products provided and/or not listed on the menu for this competency</th>
<th>Reflections on this competency are missing or do not describe how the learning products demonstrate achievement of the competency</th>
<th>Reflections on this competency are missing or do not describe how the learning products demonstrate achievement of the competency</th>
<th>Reflections on this competency do not sufficiently describe how the learning products demonstrate achievement of the competency</th>
<th>Reflections on this competency are missing or do not describe how the learning products demonstrate achievement of the competency</th>
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<tr>
<td><strong>#5 Advance human rights &amp; social &amp; economic justice</strong></td>
<td>No learning products were provided and/or both learning products provided and/or not listed on the menu for this competency</td>
<td>Only one learning product was provided and/or one of the learning products was not listed on the menu for this competency</td>
<td>Reflections on this competency do not sufficiently describe how the learning products demonstrate achievement of the competency</td>
<td>Reflections on this competency do not sufficiently describe how the learning products demonstrate achievement of the competency</td>
<td>Reflections on this competency do not sufficiently describe how the learning products demonstrate achievement of the competency</td>
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<tr>
<td><strong>#6 Engage in research-informed practice &amp; practice-informed research</strong></td>
<td>No learning products were provided and/or both learning products provided and/or not listed on the menu for this competency</td>
<td>Only one learning product was provided and/or one of the learning products was not listed on the menu for this competency</td>
<td>Reflections on this competency do not sufficiently describe how the learning products demonstrate achievement of the competency</td>
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<tr>
<td>#7 Apply knowledge of human behavior &amp; the social environment</td>
<td>□ No learning products were provided and/or both learning products provided were not listed on the menu for this competency</td>
<td>□ Reflections on this competency are missing or do not describe how the learning products demonstrate achievement of the competency</td>
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<tr>
<td>#8 Engage in policy practice to advance social &amp; economic well-being &amp; to</td>
<td>□ No learning products were provided and/or both</td>
<td>□ Only one learning product was provided and/or one of the learning products was not listed on the menu for this competency</td>
<td>□ Reflections on this competency do not sufficiently describe how the learning products demonstrate the achievement of the competency</td>
<td>□ Reflections on this competency sufficiently describe how the learning products demonstrate the achievement of the competency</td>
<td>□ Reflections on this competency sufficiently describe how the learning products demonstrate the achievement of the competency</td>
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<tr>
<td>Competency</td>
<td>Description</td>
<td>No learning products were provided</td>
<td>Only one learning product was provided and/or one of the learning products was not listed on the menu for this competency</td>
<td>Two learning products from the menu are provided for this competency</td>
<td>Reflections on this competency demonstrate the student’s ability to make significant connections between the learning products and achievement of the competency</td>
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<tr>
<td>Deliver effective social work services</td>
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<td>Reflections on this competency do not sufficiently describe how the learning products demonstrate achievement of the competency</td>
<td>Reflections on this competency demonstrate superior understanding of the connection between the learning products and achievement of the competency</td>
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<tr>
<td>#9 Respond to contexts that shape practice</td>
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<td>Only one learning product was provided and/or one of the learning products was not listed on the menu for this competency</td>
<td>Reflections on this competency do not sufficiently describe how the learning products demonstrate achievement of the competency</td>
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<td>Reflections on this competency demonstrate superior understanding of the connection between the learning products and achievement of the competency</td>
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<td>#10 Engage, assess, intervene, and evaluate with</td>
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<td>Only one learning product was provided and/or one of the learning products was not listed on the menu for this competency</td>
<td>Reflections on this competency do not sufficiently describe how the learning products demonstrate achievement of the competency</td>
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<td>Reflections on this competency demonstrate superior understanding of the connection between the learning products and achievement of the competency</td>
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<td>individuals, families, groups, organizations, &amp; communities</td>
<td>and/or both learning products provided were not listed on the menu for this competency</td>
<td>Reflections on this competency do not sufficiently describe how the learning products demonstrate achievement of the competency</td>
<td>Reflections on this competency demonstrate superior understanding of the connection between the learning products and achievement of the competency</td>
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PLEASE NOTE: The measurement of each competency is defined within the five (5) scores. The wording of the competencies in and of themselves should not be used to evaluate the students’ performance on the competency.

Comments:
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<tr>
<th>Competency</th>
<th>Score</th>
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<td>Total</td>
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Panel Members:

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Date: ____/____/____

Scoring for Each Competency: Unacceptable = 1; Not Yet Competent = 2; Competent = 3; Above Expectations = 4; Exceptional = 5

Total Score = Sum of Scores for Each Competency; Overall Score by Panel = Average of Total Scores
Summary score reflects readiness for generalist social work practice:

*Unacceptable* = There is little evidence of readiness for generalist social work practice.

*Not Yet Competent* = There is some evidence of readiness for generalist social work practice but it has not met an acceptable level.

*Acceptable* = There is evidence of satisfactory readiness for generalist social work practice, but student has one area of competency that will need to be improved.

*Competent* = There is clear evidence of satisfactory readiness for generalist social work practice.

*Above Expectations* = There is convincing evidence of above satisfactory readiness for generalist social work practice.

*Exceptional* = There is convincing evidence of superior readiness for generalist social work practice in every competency.

Exceptional = 48-50; Above Expectations = 40 – 47.99 and no score less than 3 on any competency; Competent = 30 – 39.99 and no score less than 3 on any competency; Acceptable = 30 or above and only one score below 3 on one competency; Not Yet Competent = 20 – 29.99 and only one score below 3 on one competency; Unacceptable = Less than 20 and/or a score below 3 on more than one competency

A passing score is an average score of 30 or above and only one score below 3 on one competency (Marginally Competent).

Exceptional, Above Expectations, Competent, and Acceptable = Passing

Not Yet Competent and Unacceptable = Not Passing

**TRACKING LEARNING PRODUCTS FOR E-PORTFOLIO**

**Step 1.** Pick two (2) learning products from the *Menu of Learning Products* for each competency that you have completed (see the course # and instructor name to make sure it is the correct learning product).

**Step 2.** Locate the identified learning products from step #1 and check that your grade was a “C” or better on all of the products.

**Step 3.** Make sure that at least one learning product is from SOW 4522.

Use the table provided (next page) to guide you on steps #1-3. *This table is not a part of your e-portfolio; it is simply something you can use to assist you in choosing the learning products.*
<table>
<thead>
<tr>
<th>COMPETENCY</th>
<th>LEARNING PRODUCT</th>
<th>ON MENU FOR THIS COMPETENCY</th>
<th>“C” OR ABOVE ON ASSIGNMENT</th>
<th>FROM 4522</th>
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