

## PERFORMANCE EVALUATION KEY

The key is based on CSSS and has been adapted to relate to the student in a community college program. Students in practicum experiences will be expected to perform at the minimal practice level. Students who perform at an introductory level of performance may repeat the course.

**INTRODUCTORY LEVEL:** The Introductory Level is based on the following performance levels. The Student:

1. Is aware of the basic skills knowledge concepts of the skill standard/competency, but cannot apply it.
2. Develops some basic competency skills.
3. Is familiar with vocabulary, concepts, settings, and populations associated with the standard/competency.
4. Is aware of situations and problems that relate to the standard, but cannot apply skills.
5. Explores the human service setting, but is unable to demonstrate a commitment.
6. Rudimentary self-awareness of interpersonal dynamics.
7. Aware of ethical practices of performance.
8. Has identified goals for the practicum, but has difficulty in the implementation of goals.
9. Has completed requirements of the practicum placement.

**PRACTICE LEVEL:** The Practice Level is based on the following performance levels. The Student:

1. Demonstrates practical application of standard/competency and related knowledge practice.
2. Develops intermediate competency of the standard.
3. Demonstrates that knowledge learned in the classroom has been transferred to the practicum situation.
4. Demonstrates selection of skills and knowledge appropriate to problem situations.
5. Demonstrates enhanced self-awareness at the interpersonal level.
6. Demonstrates professional/ethical practices of performance.
7. Demonstrates self-growth in supervision. Demonstrates self-assessment and self-growth in supervision.
8. Assembles components to a professional human service portfolio.
9. Demonstrates openness to receive feedback from others.
10. Has completed all the requirements of the practicum.

**PROFICIENT LEVEL:** The Proficient Level contains all of the Practice Level and the Student:

1. Demonstrates skill mastery of standard/competency and related knowledge in practice.
2. Demonstrates self-improvement through consistent practice.
3. Demonstrates flexibility in transferring skill and knowledge to new situations.
4. Serves as a role model and mentor to others.
5. Demonstrates ability to teach peers/co-workers.
6. Demonstrates ability to give feedback to staff/supervisors/participants.
7. Is viewed as competent by others in practice.
8. Demonstrates ability to solve workplace problems.

**REFINED LEVEL:** The Refined Level contains the Practice Level and the Proficient Level, and the Student:

1. Demonstrates continuous improvement with practice.
2. Upgrades and refines technically mastered skills.
3. Develops an expertise in special areas of content/practice.
4. Demonstrates skills before peers.
5. Receives feedback from participants.
6. Achievement of exemplary outcomes with service participants.
7. Selects specialized topics/knowledge skill areas of interest.

**Northern Essex Community College**  
**Assessment of Student Performance**  
**Human Service Associate Degree**  
**Community Support Human Service Practitioner Certificate**  
**Direct Support Certificate**

**Student:** \_\_\_\_\_

**Agency:** \_\_\_\_\_

**Date:** \_\_\_\_\_

The Assessment Form is based on the CSSS – (Community Support Skill Standards)

**DIRECTIONS:** Check the appropriate column on the right. Rate student according to the following criteria: **Introductory, Practice, Proficient, Refinement** and **Not Observed**, if appropriate.

<b>Standards</b>	<b>COMPETENCY 1: PARTICIPANT EMPOWERMENT</b> <b>The competent human service practitioner</b>	<b>Intro- ductory</b>	<b>Practice</b>	<b>Proficient</b>	<b>Refine- ment</b>	<b>Not Observed</b>
<b>A</b>	1. Practices the concept of participant empowerment					
<b>A</b>	2. Respects the participant’s human, civil, and legal rights					
<b>A</b>	3. Teaches the participant problem solving techniques					
<b>A</b>	4. Assists the participant to identify alternatives in decision making					
<b>A</b>	5. Assists the participant to understand the consequences of alternatives to decisions					
<b>A</b>	6. Identifies professional ethics and responsibilities that may conflict with participant choices					
<b>A</b>	7. Assist the participant to identify personal responsibilities to be proactive					
<b>B</b>	8. Promotes partnership in the design of support services					
<b>B</b>	9. Supports the participant to participate in goal development (service planning meetings) that relate to the participant					
<b>B</b>	10. Assists the participant to make informed choices					
<b>C</b>	11. Teaches self advocacy methods					
<b>C</b>	12. Promotes participant’s self esteem					
<b>C</b>	13. Assists participants to be assertive					

<b>C</b>	14. Obtains information about self help/advocacy organizations/ Civic events/and sets up referral file for agency and Professional portfolio					
<b>C</b>	15. Creates opportunities for participant to be involved with self help groups/civic organizations, etc.					
<b>D</b>	16. Provides information about human, legal, civil rights, and other resources for participant use					
<b>D</b>	17. Makes referrals as appropriate					
<b>D</b>	18. Obtains feedback from participants on referral and use of self help groups					

Standards	<b>COMPETENCY 2: COMMUNICATION</b> <b>The competent human service practitioner</b>	Intro- ductory	Practice	Proficient	Refine- ment	Not Observed
A	1. Uses effective, sensitive communication styles adapting to the range of participant communication styles					
A	2. Uses basic counseling skills (listening, attending, responding, feedback)					
A	3. Uses non-verbal communications effectively (posture, eye contact, vocal style, etc.)					
A	4. Gives feedback to participant promptly and with sensitivity to a person's cultural background					
A	5. Gives feedback to staff/supervisor about experiences with participants					
A	6. Assists new participants to feel comfortable and is sensitive to cultural backgrounds					
A	7. Appreciates the behavior of participants as having adaptive significance					
A	8. Manages conflict by use of conflict resolution skills					
A	9. Uses attitudes of active communication (empathy, being authentic, suspending judgment, patience)					
A	10. Uses “people first” language					
A	11. Uses all forms of communication that are respectful and non-discriminatory					
A	12. Cooperates and communicates with staff to achieve participant goals					
A	13. Assists participant to express ideas, concerns, goals, and visions					
B	14. Use modes of communication appropriate to participant needs (alternative communications, e.g. sign)					
B	15. Documents participant communication skills					
C	16. Uses language and terms the participant can understand					
C	17. Uses appropriate terminology in reporting and presenting at staff meetings					
C	18. Gives valid information to participants					
C	19. Gives valid information to staff					

Standards	<b>COMPETENCY 3: ASSESSMENT</b> <b>The competent human service practitioner</b>	Intro- ductory	Practice	Proficient	Refine- ment	Not Observed
<b>A</b>	Initiates or assists in an assessment process (participates in 1. intakes/interviews)					
<b>A</b>	Appreciates and understands the value and purpose of 2. assessments					
<b>A</b>	Assists the participant to lessen anxiety and feel comfortable 3. in an assessment/explains assessment					
<b>A</b>	Writes assessments that reflect strengths and needs of 4. participants					
<b>A</b>	Writes assessments that are within the guidelines, policies, and 5. procedures of the agency					
<b>A</b>	6. Verbal assessments reflect strengths and needs of participants					
<b>A</b>	7. Recognizes ethical conflicts related to assessment practices					
<b>A</b>	8. Uses assessment information in a responsible manner					
<b>A</b>	Obtains background information, prior records, and 9. evaluations with participant's informed consent					
<b>A</b>	Maintains the confidentiality of all information in accordance 10. with federal statutes, regulations, agency policy, and ethical practice					
<b>B</b>	11. Conducts or arranges for appropriate assessments					
<b>B</b>	12. Gathers assessment information in an accurate and objective manner					
<b>B</b>	13. Gives written and verbal assessments that are free from bias (cultural, gender, age, sexual orientation)					
<b>B</b>	14. Recognizes own biases and values and their effects in the assessment of participants					
<b>B</b>	15. Recognizes own limitations in the assessment of participants					
<b>C</b>	16. Discusses findings and recommendations with participants as appropriate					
<b>C</b>	17. Assists participants to use findings of assessments to develop strategies to obtain needed resources and supports					
<b>C</b>	18. Assists that participant to advocate when they disagree with assessment and present their viewpoints on the assessment results					
<b>C</b>	19. Recognizes the validity or non-validity of the assessment findings based on knowledge of the participant					

Standards	<b>COMPETENCY 4: COMMUNITY AND SERVICE NETWORKING</b> <b>The competent human service practitioner</b>	Intro- ductory	Practice	Proficient	Refine- ment	Not Observed
<b>A</b>	Identifies the needs of the participant for community supports 1. (collaborates with the participant/information from family/significant others)					
<b>A</b>	Assists or initiates identified community connections as needed by participants 2.					
<b>A</b>	Documents information relative to needed community supports in the record 3.					
<b>A</b>	Learns about the needs for community supports from the participant 4.					
<b>A</b>	Supports/refers the participant to link with the community networks/resources 5.					
<b>A</b>	Participates in community events, is active in organizations, and associations in the community that relates networking activities to improve services 6.					
<b>B</b>	Researches, develops, and maintains information on community/networking resources 7.					
<b>B</b>	Knows how to secure current information about generic community resources for participants (e.g. transportation, recreation, social) 8.					
<b>C</b>	Ensures community access to needed community resources/supports 9.					
<b>C</b>	Identifies factors that help or hinder utilization of community resources 10.					
<b>C</b>	Uses problem solving techniques to identify ways to overcome obstacles 11.					
<b>C</b>	Supports participants to make contact with community resources and supports 12.					
<b>C</b>	Maintains a record of feedback from community resources/supports relative to participant use of services 13.					
<b>D</b>	Develop an organization strategy for outreach with staff/agency 14.					
<b>D</b>	Networks with other community agencies to identify potential participants for services 15.					

Standards	<b>COMPETENCY 5: FACILITATION OF SERVICES</b> <b>The competent human service practitioner</b>	Intro- ductory	Practice	Proficient	Refine- ment	Not Observed
<b>A</b>	1. Maintains collaborative professional relationships with the participant					
<b>A</b>	2. Maintains collaborative professional relationship with staff/supervisors					
<b>A</b>	3. Follows ethical standards of practice (confidentiality, informed consent, etc.)					
<b>A</b>	4. Maintains confidentiality of participants' information in formal as well as informal settings					
<b>A</b>	5. Follows agency procedures/policies in public information release					
<b>A</b>	6. Attends and participates in staff and team meetings					
<b>A</b>	7. Cooperates and respects contributions of other team members					
<b>A</b>	8. Demonstrates knowledge of ethical standards pertaining to the helping relationship					
<b>A</b>	9. Respects appropriate boundaries in the helping relationship					
<b>A</b>	10. Uses appropriate self disclosure to participants or staff					
<b>B</b>	11. Assists or facilitates the development of an individualized plan based on participant preferences, needs, and interests					
<b>B</b>	12. Assists in the development of individual participant goals based on participant input					
<b>C</b>	13. Assists or facilitates in the implementation of an individualized plan based on participant preferences, needs and interests					
<b>C</b>	14. Assists in assigning or carrying out assigned responsibilities to implement participant outcomes					
<b>C</b>	15. Visits environments where plans will be implemented					
<b>C</b>	16. Maintains progress notes regarding achievement of service plans					
<b>D</b>	17. Obtains feedback regarding outcome attainment from participant					
<b>D</b>	18. Recommends changes in the service plan based on participant feedback					

Standards	<b>COMPETENCY 6: COMMUNITY LIVING SKILLS AND SUPPORTS STANDARDS</b> <b>The competent human service practitioner</b>	Intro- ductory	Practice	Proficient	Refine- ment	Not Observed
A	Teaches the participant how to meet his/her physical (e.g. grooming, eating, etc.) and personal management needs (e.g. human development, socialization, human sexuality)					
A	Knows and is sensitive to the participant's preferences and abilities regarding physical and personal management needs					
A	Respects privacy, autonomy, and dignity of participants as they cope with life issues					
A	Provides physical and personal support to participant's concerns for safety (e.g. protective clothing, usage of safety rails, wheel chair breaks, etc.)					
A	Provides access and support to participant's concerns for life safety (e.g. refers to a safe home, contact's appropriate authorities/life safety issues)					
A	Observes and records the participant's ability to cope with daily life management physical needs					
A	Observes and records the participant's ability to cope with daily life personal management needs					
A	Respects the cultural issues relating to coping strategies used by participants to manage daily life					
A	Identifies basic needs of participants (food, clothing, shelter, safety, love)					
A	Teaches the participant to recognize signs and symptoms of physical/emotional illness					
A	Supports the participant to take action toward signs and symptoms of physical or emotional illness					
A	Recognizes signs and symptoms of relapse and supports individual to take action					
A	Teaches health maintenance and prevention of illness					
B	Assists the participant in household management skills					
B	Knows and respects the participant's personal and cultural preferences and abilities regarding household management					
C	Assists in identifying, securing, and using needed equipment (e.g. adaptive) and therapies based on the service plan (e.g. psychological, physical, occupational, etc.)					
D	Supports the participant in the development of friendships and other relationships					
E	Assists the participant to manage his/her supports service providers					

Standards	<b>COMPETENCY 7: EDUCATION, TRAINING AND SELF DEVELOPMENT</b> <b>The competent human service practitioner</b>	Intro- ductory	Practice	Proficient	Refine- ment	Not Observed
<b>A</b>	1. Identifies area for self improvement					
<b>A</b>	2. Develops a beginning human service portfolio					
<b>A</b>	3. Completes required training mandated by state regulations, agency policy					
<b>A</b>	4. Develops a written professional development plan for continued educational experiences					
<b>A</b>	5. Develops goals for the learning experiences in the agency					
<b>A</b>	6. Identifies career related workshops for continued growth and experience					
<b>A</b>	7. Identifies personal growth needs					
<b>A</b>	8. Stays current with changes in the field of human services					
<b>B</b>	9. Educates participants, co-workers, and community members about issues relevant to the field					
<b>B</b>	10. Participates in the in-service training of the agency as appropriate					

Standards	<b>COMPETENCY 8: ADVOCACY</b> <b>The competent human service practitioner</b>	Intro- ductory	Practice	Proficient	Refine- ment	Not Observed
<b>A</b>	1. Identifies advocacy issues with the participant					
<b>A</b>	2. Gathers information, reviews, and analyzes all aspects of the participant's problem					
<b>A</b>	3. Summarizes participant's advocacy problems in supervision sessions					
<b>A</b>	4. Makes contact with advocacy organizations to understand range of services					
<b>A</b>	5. Assists the participant to identify strategies to resolve issues of advocacy					
<b>B</b>	6. Knows current laws, services, and community resources to assist and educate participants					
<b>B</b>	7. Educates the participant regarding rights and service options					
<b>C</b>	8. Assists, facilitates, and/or represents participants when there are barriers to service needs.					
<b>C</b>	9. Intervenes as appropriate to mediate or resolve disputes when there are barriers					
<b>D</b>	10. Initiates and maintains relationships with relevant community resources and civic organizations					
<b>D</b>	11. Develops an attitude that change occurs when people have direct personal experiences which provide insight into participant issues					

Standards	<b>COMPETENCY 9: VOCATIONAL, EDUCATIONAL, AND CAREER SUPPORT</b> <b>The competent human service practitioner</b>	Intro- ductory	Practice	Proficient	Refine- ment	Not Observed
A	1. Explores vocational/career interests and options with the participant					
A	2. Assists the participant to identify/clarify career goals, interest, ambitions, and talents					
A	3. Contacts community resources to obtain materials of interest to the participant					
A	4. Refers a participant for educational/vocational assessments as appropriate with participant approval					
A	5. Reviews vocational assessment results with participants as appropriate					
A	6. Prepares participant for educational employment as appropriate					
B	7. Assists the participant to identify job training opportunities					
B	8. Assists the participant to market his/her capabilities and services					
B	9. Prepares the participant for educational opportunities/job employment					
B	10. Research labor market information for participant use					
B	11. Assists participants to match their skills with job opportunities					
C	12. Collaborates with training personnel and employers to support the participant's success					
C	13. Provides job retention supports					
C	14. Assesses environmental access to training/employment for participants as appropriate					
C	15. Collaborates with the training/employer to identify resources that will enhance the participant's job performance/retention					
C	16. Learns about the requirements of jobs that participants are seeking in order to identify supports					

Standards	<b>COMPETENCY 10: CRISIS INTERVENTION</b> <b>The competent human service practitioner</b>	Intro- ductory	Practice	Proficient	Refine- ment	Not Observed
<b>A</b>	1. Identifies a crisis situation					
<b>A</b>	2. Evaluates crisis situations for intervention					
<b>A</b>	3. Uses crisis prevention concepts in practice					
<b>A</b>	4. Manages the physical and social environment to reduce conflict/provide safety					
<b>A</b>	5. Recognizes own limitations in crisis situations					
<b>A</b>	6. Seeks outside assistance in crisis as appropriate					
<b>A</b>	7. Manages a crisis situation					
<b>A</b>	8. Follows agency policies/procedures in crisis situations as appropriate					
<b>A</b>	9. Identifies emergency community resources for crisis situations as appropriate					
<b>B</b>	10. Examines incidents of crisis and explores causes of the crisis to develop possible preventive strategies					
<b>B</b>	11. Reviews crisis situations with authorized staff to determine need for ongoing support					
<b>B</b>	12. Reviews organizational policies or personnel changes to lower risk of crisis situations					
<b>B</b>	13. Documents and reports crisis situation according to regulations					

Standards	<b>COMPETENCY 11: ORGANIZATIONAL PARTICIPATION</b> <b>The competent human service practitioner</b>	Intro- ductory	Practice	Proficient	Refine- ment	Not Observed
A	1. Knows the mission and practices of the organization					
A	2. Supports the organization to reach its mission					
A	3. Identifies ways to support the organization to reach goals					
A	4. Contributes to program evaluations					
A	5. Cooperates with other staff to review mission					
A	6. Cooperates with other staff to identify organizational priorities					
A	7. Seeks feedback from participants on personal performance					
A	8. Seeks feedback from participant on organizational performance					
A	9. Incorporates the results of personal performance evaluations and participant feedback into practice as appropriate					
B	10. Develops personal practices that are sensitive to cultural, religious, racial, disability, and gender issues					
B	11. Participates in workshops that relate to cultural, religious, racial, disability, and gender issues					
B	12. Develops a resources file of agencies that promote awareness of cultural, religious, racial disability, and gender issues					
C	13. Establishes and maintains effective relationships with all levels of personnel					
C	14. Seeks out a mentor in the agency program if appropriate					
C	15. Serves as a role model to other students/peers					
C	16. Develops professional goals with support of the supervisor					
D	17. Understands the organization budget and support staff in the beneficial use of resources					
D	18. Assists staff to identify budget priorities as appropriate					
D	19. Explains the organizational chart and its relationship to participant services					
D	20. Explains the organizational structure to participants as appropriate					

Standards	<b>COMPETENCY 12: DOCUMENTATION*</b> <b>The competent human service practitioner</b>	Intro- ductory	Practice	Proficient	Refine- ment	Not Observed
<b>A</b>	1. Writes records accurately as assigned by the agency					
<b>A</b>	2. Writes effectively using proper terminology, grammar, correct spelling, and sentence structure					
<b>A</b>	3. Completes documentation reports as assigned					
<b>A</b>	4. Collects, compiles, and evaluates data relative to providing services for participants					
<b>A</b>	5. Demonstrates effective writing in student logs and agency reports					
<b>A</b>	6. Documents information that recognizes issues of confidentiality and privacy					
<b>A</b>	7. Requests supervisor review of documentation to ensure requirements are met					
<b>B</b>	8. Uses “people first” language in documentation					
<b>B</b>	9. Maintains standards of confidentiality and ethical practice					
<b>B</b>	10. Ensures that participants are aware of their rights of personal access to records and seeks supervisor input/follows agency policy as to record reviews by participants					
<b>B</b>	11. Ensures that participants are aware of their rights to give consent or refuse to release records					
<b>B</b>	12. Informs participants about situations that would involve disclosure					
<b>C</b>	13. Understands the legal requirements and personal liability of all written communication					
<b>C</b>	14. Manages time so that documentation requirements are met					
<b>C</b>	15. Balances the necessity of documentation with the importance of other activities, especially direct contact with participants					

Documentation is also located in other skill standards and is a common thread.

## GRADING SYSTEM: NORTHERN ESSEX COMMUNITY COLLEGE

Letter grades are used at the college, and each has a numeric range and associated Quality Point Value. The Quality Point Value is based on a 0.00 to 4.0 range, with an “A” grade having the highest value of 4.0. Grades are used to represent the quality of work done in a course and knowledge earned, as based on the individual instructors’ standards and course objectives.

The Quality Point Value is used to determine the numeric average of semester course work or of cumulative courses and grades to date. Such a computation is known as the Quality Point Average (QPA) of the grades earned to date. The Quality Point Value of a grade in combination with a credits attempted scale is used to establish the college’s Standards of Academic Progress. The grades presently in use by the college are:

<u>GRADE</u>	<u>QP VALUE</u>	<u>NUMERIC RANGE/COMMENT</u>	
A	4.00	93-100	Achievement at the level of excellence Distinction
A-	3.70	90-92	
B+	3.30	87-89	
B	3.0	83-86	
B-	2.70	80-82	
C+	2.30	77-79	Achievement at level of quality. Consistent With entry to the Human Service field
C	2.00	73-76	
C-	1.70	70-72	
D+	1.30	67-69	Indicates some level of achievement, but not at the level required for successful entry into the field.
D	1.00	60-66	
F	0.00	59 or less	Failure; no credits earned
FN	0.00	Non Participation failure grade assigned by Instructor	
FW	0.00	Failure due to withdrawal from course	

NORTHERN ESSEX COMMUNITY COLLEGE

**ASSESSMENT OF STUDENT PERFORMANCE**

*Strengths of Student:*

*Limitations of Student:*

**Supervisor:** \_\_\_\_\_

\_\_\_\_\_  
**Official Title of Supervisor in Agency**

**Date:** \_\_\_\_\_

**Grade Recommended:** \_\_\_\_\_

**See: Grading System NECC**

NORTHERN ESSEX COMMUNITY COLLEGE

**HUMAN SERVICE ASSOCIATE DEGREE  
COMMUNITY SUPPORT HUMAN SERVICE PRACTITIONER CERTIFICATE  
ALCOHOL/DRUG ABUSE COUNSELING CERTIFICATE  
DIRECT SUPPORT CERTIFICATE**

**Supervisor's Grade Recommendation**

It is requested that you record below the semester grade which you recommend be given to your student. Please take into consideration the criteria used in the Student Assessment Form, the content of daily logs and specific assignments given to the student in your agency.

Please return this Student Assessment to the Faculty Supervisor, Northern Essex Community College, Elliott Street, Haverhill, MA 01830 so that this recommendation may be used to help determine semester grades for the student. Thank you for your interest and cooperation.

I recommend that \_\_\_\_\_  
*Student's Name*

Be given a grade of \_\_\_\_\_  
*Grade*

For the \_\_\_\_\_ Semester of \_\_\_\_\_  
*Fall/Spring* *Year*

Signed: \_\_\_\_\_

Agency: \_\_\_\_\_

Date: \_\_\_\_\_