



UTAH
Afterschool
Network

The Utah Afterschool Credential

Portfolio Rubric

Created 2025



In partnership with

**WORKFORCE
SERVICES**
CHILD CARE



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Why a Credential?

This statewide credential not only sets a high standard by requiring professionals to complete 120 hours of targeted professional development and undergo rigorous observation, but it also demands a comprehensive portfolio that demonstrates their competencies across ten critical areas. By implementing such a credential, we ensure that those who are most engaged with our children are equipped with the latest skills, knowledge, and best practices in the field. This structured approach guarantees that the professionals working with kids are not only experienced, but also continuously advancing their expertise, ultimately enhancing the quality of afterschool programs and fostering better outcomes for the children they serve.

| Portfolio Requirements | Complete Credential Requirements |
|---|---|
| <ul style="list-style-type: none">• Authenticity Statement• Professional Statement• 16 Demonstrated Competencies Examples | <ul style="list-style-type: none">• 120 total professional development training hours: 10 hours in EACH of the 9 required NAA CKSC areas + 30 additional hours in any CKSC area over the last 5 years logged on the Credential Training Log. All Certificates MUST be uploaded to your URPD Profile.• 480 hours of work experience in a center-based or licensed, licensed-exempt school-age setting with K–12 youth listed on the Credential Work History Log.• Completed, passing supervisor observation with UAN Credential Observation Tool• Current NAA Membership• Completed, passing portfolio <p>More information about the NAA CKSCs can be found at https://naaweb.org/</p> |

Portfolio Rubric Disclaimers

1. Each activity in this portfolio is evaluated using its own rubric and must meet the minimum required score to be considered passing. Be sure to review each rubric carefully and ensure your submission aligns with the stated expectations. For those completing the portfolio as part of an UAN Afterschool Professional Development Incentive professional activity, the same rubric and requirements used for the Utah Afterschool School-Age Credential will apply.
2. All writing samples will be reviewed through an AI detection system. All work must be your own. If it is determined that a submission is not original or was generated using AI or other sources, no points will be awarded for that assignment.
3. If any part of your portfolio does not meet the minimum requirements, you will be given one opportunity to revise and resubmit. A copy of the scoring rubric will be provided to help you address the areas needing improvement. If, after the second submission, your portfolio still does not meet expectations, your application will be denied, and you must wait six months before reapplying.
4. You are highly encouraged to use “I” statements throughout your writing to reflect your personal growth and contributions. Your voice, experiences, and insights are essential in demonstrating your role and development as an afterschool professional.

Philosophy Statement

| Philosophy Statement | | | | | |
|--|---|---|--|---|-------|
| Criteria | 1 (Unacceptable) | 2 (Needs Improvement) | 3 (Proficient) | 4 (Exemplary) | Score |
| Grammar & Clarity | Frequent grammar/spelling issues hinder understanding. | Some grammar or clarity issues; generally readable. | Few grammar errors; clear and effective writing. | Polished, professional, and error-free; clear, reflective, and expressive writing. | |
| Formatting & Word Count | Less than 400 or more than 500 words; incorrect font or formatting. | Approaches word count; inconsistent formatting or font. | Meets 400–500 word count and formatting expectations. | Fully meets word count; uses 12 pt. font, clear formatting, and is visually clean and professional. | |
| Educational Philosophy & Core Beliefs | No personal beliefs or philosophy described. | General statements; lacks personal insight or connection to afterschool work. | Clear beliefs about education and afterschool's role in development are present. | Deeply personal and well-articulated philosophy with strong, thoughtful insight into the value of afterschool learning. | |
| Approach to Teaching & Learning | No description of strategies or practices. | Limited or vague mention of instructional approaches or child engagement. | Describes strategies for creating safe, engaging, and inclusive environments. | Provides rich examples of effective, inclusive practices that support academic, social, and emotional development. | |
| Professional Role & Relationships | No reflection on professional role or relationships. | Basic description of responsibilities; unclear or minimal emphasis on relationships or inclusion. | Reflects on the role of relationships and equity in professional practice. | Strong, clear narrative of how the writer builds community, promotes equity, and collaborates with families and peers. | |
| Reflection & Growth | No mention of professional growth or reflection. | Limited discussion of self-assessment or development. | Includes thoughtful reflection on areas of strength and growth. | Demonstrates a strong commitment to reflective practice and continuous professional development with specific goals or actions. | |

Child/Youth Growth and Development

| Required Element: NAA CKSC 1 Self- Assessment | | | | | |
|---|---|---|---|---|-------|
| Criteria | 1 (Unacceptable) | 2 (Needs Improvement) | 3 (Proficient) | 4 (Exemplary) | Score |
| Grammar and Clarity | Frequent grammar, spelling, and sentence structure errors, incomplete or unclear sentences. | Some errors, but meaning is generally clear, occasionally incomplete sentences. | Few Minor grammar or spelling mistakes, mostly complete and well-structure sentences. | Nearly flawless grammar, clear and concise sentences, professional and polished presentation. | |
| Completion of Self-Assessment Summary | Missing or incomplete. | Provides basic summary with some relevant details. | Provides detailed and clear summary with relevant insights. | Provides comprehensive and well-organized summary with depth and clarity. | |
| Reflection | Incomplete or lacking depth. | Reflection present but lacks depth or specific connections. | Good reflection with clear insights and connections to practice. | Thorough and reflective analysis with deep insight into personal development. | |
| Professional Plan | Missing or lacks clear goals. | Contains basic goals but lacks specificity. | Clearly articulated goals with a few actionable steps. | Specific, measurable, and time-bound goals with a detailed plan for achievement. | |
| Action Plan | No action plan or lacks clear steps. | Action plan is present but lacks clear strategies. | Action plan with reasonable steps but may lack full clarity. | Detailed and actionable plan with clear steps to improve practice. | |

| Option 1: Child Development and Program Environment | | | | | |
|---|---|--|---|--|-------|
| Criteria | 1 (Unacceptable) | 2 (Needs Improvement) | 3 (Proficient) | 4 (Exemplary) | Score |
| Grammar and Clarity | Frequent grammar, spelling, and sentence structure errors, incomplete or unclear sentences. | Some errors, but meaning is generally clear, occasionally incomplete sentences. | Few Minor grammar or spelling mistakes, mostly complete and well-structure sentences. | Nearly flawless grammar, clear and concise sentences, professional and polished presentation. | |
| Formatting and Organization | Font size/style is inconsistent, less than 400-500 words, document is disorganized and difficult to follow. | Some formatting inconsistencies, less than 400-500 words, sections lack clear structure. | Mostly consistent formatting, 400-500 words, well-structured with clear sections. | Correct 12-point font, 400-500 words, consistently formatted, exceptionally well-organized and easy to navigate. | |
| Content Understanding | Missing key developmental areas or contains major inaccuracies. | Covers some developmental areas, but missing some important details. | Covers all developmental areas with clear and accurate descriptions. | Thorough coverage of all developmental areas with clear, well-articulated explanations and examples. | |
| Connection to Practice | Fails to link developmental understanding to practice. | Mentions how information informs practice but lacks specific examples. | Clearly links developmental stages to design of activities with examples. | Well-developed connections between developmental areas and practical application in programming. | |

Child/Youth Growth and Development

Option 2: Development Chart and Reflection

| Criteria | 1 (Unacceptable) | 2 (Needs Improvement) | 3 (Proficient) | 4 (Exemplary) | Score |
|------------------------------------|---|--|---|--|-------|
| Grammar and Clarity | Frequent grammar, spelling, and sentence structure errors, incomplete or unclear sentences. | Some errors, but meaning is generally clear, occasionally incomplete sentences. | Few Minor grammar or spelling mistakes, mostly complete and well-structure sentences. | Nearly flawless grammar, clear and concise sentences, professional and polished presentation. | |
| Formatting and Organization | Font size/style is inconsistent, less than 400-500 words, document is disorganized and difficult to follow. | Some formatting inconsistencies, less than 400-500 words, sections lack clear structure. | Mostly consistent formatting, 400-500 words, well-structured with clear sections. | Correct 12-point font, 400-500 words, consistently formatted, exceptionally well-organized and easy to navigate. | |
| Chart Clarity | Chart is unclear or incomplete. | Chart is somewhat clear but lacks detail or organization. | Chart is clear with appropriate developmental areas but may lack some detail. | Chart is well-organized, clear, and includes all relevant developmental areas with sufficient detail. | |
| Rationale | Missing or lacks explanation. | Basic rationale for the importance of understanding development. | Good rationale explaining why developmental understanding is crucial. | Detailed and thoughtful rationale with specific examples of how it informs practice. | |

Option 3: Science of Learning and Development

| Criteria | 1 (Unacceptable) | 2 (Needs Improvement) | 3 (Proficient) | 4 (Exemplary) | Score |
|--------------------------------------|---|--|---|--|-------|
| Grammar and Clarity | Frequent grammar, spelling, and sentence structure errors, incomplete or unclear sentences. | Some errors, but meaning is generally clear, occasionally incomplete sentences. | Few Minor grammar or spelling mistakes, mostly complete and well-structure sentences. | Nearly flawless grammar, clear and concise sentences, professional and polished presentation. | |
| Formatting and Organization | Font size/style is inconsistent, less than 400-500 words, document is disorganized and difficult to follow. | Some formatting inconsistencies, less than 400-500 words, sections lack clear structure. | Mostly consistent formatting, 400-500 words, well-structured with clear sections. | Correct 12-point font, 400-500 words, consistently formatted, exceptionally well-organized and easy to navigate. | |
| Understanding of Key Findings | Fails to describe or misunderstand key findings. | Provides basic description but lacks depth or clarity. | Clear description of two key findings with relevant details. | Deep, clear, and accurate understanding of two key findings with relevant examples. | |
| Connection to Practice | No connection to practice or examples. | Mentions practice but lacks clear examples. | Provides examples of practices that support the findings. | Well-developed and specific examples of practices that align with the key findings. | |

Learning Environments and Curriculum

| Required Element: Lesson Plans | | | | | |
|---------------------------------|---|---|--|---|-------|
| Criteria | 1 (Unacceptable) | 2 (Needs Improvement) | 3 (Proficient) | 4 (Exemplary) | Score |
| Grammar & Clarity | Frequent grammar, spelling, and sentence structure errors, incomplete or unclear sentences. | Some errors, but meaning is generally clear, occasional incomplete sentences. | Few minor grammar or spelling mistakes, mostly complete and well-structured sentences. | Nearly flawless grammar, clear and concise sentences, professional and polished presentation. | |
| Lesson Plan Completeness | Missing key components (e.g., goals, supplies) or incomplete | Includes all components but may lack clarity or detail | Includes all components with clear details | Detailed and thorough lesson plans with all components clearly outlined | |
| Relevance of Activities | Activities not relevant to youth development or program goals | Activities are relevant but not clearly tied to developmental goals | Activities are well-chosen and relevant to youth goals | Activities are highly relevant and demonstrate strong alignment with youth development principles | |

| Option 1: Environment Evaluation | | | | | |
|--|--|--|--|--|-------|
| Criteria | 1 (Unacceptable) | 2 (Needs Improvement) | 3 (Proficient) | 4 (Exemplary) | Score |
| Grammar & Clarity | Frequent grammar/spelling errors significantly affect clarity. | Some grammar or spelling errors; ideas are generally understandable. | Minor issues; writing is mostly clear and effectively communicates ideas. | Nearly flawless grammar and clear, concise writing that is polished and professional. | |
| Formatting & Word Count | Less than 400 words; unstructured and difficult to follow. | Less than 400–500 words; some structure, but formatting is inconsistent. | 400–500 words; mostly well-structured and easy to follow. | 400–500 words; clean formatting, well-organized, and visually easy to navigate. | |
| Evaluation of Physical Space | Evaluation is missing, vague, or lacks connection to the actual environment. | Some effort to evaluate the space, but lacks depth or clarity; limited insight into challenges or usage. | Clear and relevant evaluation of space use; includes challenges of shared or limited-control environments. | Comprehensive evaluation that clearly analyzes how the space is used and adapted, with strong awareness of challenges and youth needs. | |
| Inventory & Material Improvement Plan | Inventory missing or incomplete; no material improvements listed. | Inventory is present but lacks detail; material suggestions are vague or impractical. | Clear inventory of space/materials and at least 2–3 reasonable improvement ideas. | Detailed, realistic inventory with well-justified material upgrades that directly improve functionality and engagement. | |
| Visuals: Photos/ Layout/ Sketch | No visuals included. | Visuals are limited, unclear, or unrelated to the space. | Includes basic layout or photos that support understanding of the space. | Well-organized and clearly labeled photos or sketches that meaningfully enhance the written description. | |

Learning Environments and Curriculum

| Option 2: Youth Survey | | | | | |
|--------------------------------------|---|--|--|--|-------|
| Criteria | 1 (Unacceptable) | 2 (Needs Improvement) | 3 (Proficient) | 4 (Exemplary) | Score |
| Grammar & Clarity | Frequent grammar, spelling, and sentence structure errors, incomplete or unclear sentences. | Some errors, but meaning is generally clear, occasional incomplete sentences. | Few minor grammar or spelling mistakes, mostly complete and well-structured sentences. | Nearly flawless grammar, clear and concise sentences, professional and polished presentation. | |
| Formatting & Organization | Font size/style is inconsistent, less than 100-200 words, document is disorganized and difficult to follow. | Some formatting inconsistencies, less than 100-200 words, sections lack clear structure. | Mostly consistent formatting, 100-200 words, well-structured with clear sections. | Correct 12-point font, 100-200 words, consistently formatted, exceptionally well-organized and easy to navigate. | |
| Survey Design | Survey lacks clarity, is incomplete, or not youth-friendly | Basic survey design with limited scope or clarity | Clear and appropriate survey design with relevant questions | Well-designed, clear, and youth-friendly survey with a broad scope | |
| Data Analysis | No meaningful analysis or unclear interpretation | Basic analysis with some understanding of key issues | Good analysis that addresses key trends or findings | In-depth analysis with clear insights and connections to program improvement | |
| SMART Goal | SMART goal is vague or absent | SMART goal is present but lacks clarity or specificity | SMART goal is clearly articulated but may lack depth | Clear, actionable SMART goal with detailed steps and rationale | |
| Rationale | Missing or lacks explanation | Basic rationale for the importance of understanding development | Good rationale explaining why developmental understanding is crucial | Detailed and thoughtful rationale with specific examples of how it informs practice | |

| Option 3: Walk Through Analysis | | | | | |
|--------------------------------------|---|---|--|--|-------|
| Criteria | 1 (Unacceptable) | 2 (Needs Improvement) | 3 (Proficient) | 4 (Exemplary) | Score |
| Grammar & Clarity | Frequent grammar, spelling, or sentence structure errors that affect clarity. | Some grammar/spelling issues; overall meaning is understandable but could be clearer. | Minor grammar/spelling issues; writing is mostly clear and well-structured. | Nearly error-free; writing is polished, professional, and easy to understand. | |
| Formatting & Word Count | Less than 400 words, poorly formatted, hard to read or follow. | Less than 400–500 words, inconsistent formatting, organization needs improvement. | 400–500 words, mostly well-formatted and organized with clear sections. | 400–500 words, clean, professional formatting, easy to read and logically organized. | |
| Summary of Findings | Summary is missing, incomplete, or lacks clarity; no peer feedback included. | Basic summary of walkthrough is present with limited details or vague observations. | Clear and complete summary that includes at least some quotes or specific feedback from the peer observer. | Thorough, detailed walkthrough summary including direct quotes, nuanced observations, and clear identification of both strengths and growth areas. | |
| Analysis & Prioritization | No clear analysis or connection between findings and program improvement. | Analysis is minimal or unclear; priority for improvement is not well explained. | Summary includes clear analysis with a well-justified improvement area. | Thoughtful, in-depth analysis connects findings to broader program goals; improvement area is well-prioritized and explained. | |
| Implementation Plan | No plan provided or lacks specific details. | Plan is vague, missing actionable steps or timeline. | Plan includes specific action steps and explains how the change will address the identified area. | Plan is specific, actionable, time-bound, and clearly linked to improving environment, safety, or engagement. | |

Child/Youth Observation and Assessment

| Option 3: Walk Through Analysis | | | | | |
|------------------------------------|---|---|---|--|-------|
| Criteria | 1 (Unacceptable) | 2 (Needs Improvement) | 3 (Proficient) | 4 (Exemplary) | Score |
| Grammar & Clarity | Frequent grammar, spelling, or sentence structure errors that affect clarity. | Some grammar/spelling issues; overall meaning is understandable but could be clearer. | Minor grammar/spelling issues; writing is mostly clear and well-structured. | Nearly error-free; writing is polished, professional, and easy to understand. | |
| Formatting & Word Count | Less than 400 words, poorly formatted, hard to read or follow. | Less than 400–500 words, inconsistent formatting, organization needs improvement. | 400–500 words, mostly well-formatted and organized with clear sections. | 400–500 words, clean, professional formatting, easy to read and logically organized. | |
| Assessment of Needs | No assessment or vague assessment. | Basic assessment but lacks depth or clarity | Good assessment with clear considerations | Thorough and thoughtful assessment, addressing all areas | |
| Implementation | No plan or unclear plan for addressing needs | Basic plan for addressing needs with some details | Clear plan with practical steps for addressing needs | Detailed, actionable plan with clear steps and strong focus on overall health and safety | |

Relationships and Interactions with Children and Youth

| Required Element: Quality Tool | | | | | |
|--|---|---|---|--|-------|
| Criteria | 1 (Unacceptable) | 2 (Needs Improvement) | 3 (Proficient) | 4 (Exemplary) | Score |
| Grammar & Clarity | Frequent grammar, spelling, or sentence structure errors that affect clarity. | Some grammar/spelling issues; overall meaning is understandable but could be clearer. | Minor grammar/spelling issues; writing is mostly clear and well-structured. | Nearly error-free; writing is polished, professional, and easy to understand. | |
| Completion of Quality Tool | Ratings are missing or incomplete; no responses to implementation questions. | Tool is partially completed with vague or inconsistent responses. | All indicators are rated with clear responses to how each is being implemented. | Tool is fully completed with thoughtful, detailed responses that reflect deep engagement with each practice. | |
| Implementation Explanations | No evidence of reflection or understanding of the indicators. | Explanations are surface-level or generic, lacking specificity to program practices. | Provides clear, practice-based explanations for most indicators, showing understanding of staff-youth relationship principles. | Offers detailed, specific examples or practices that demonstrate strong implementation or meaningful plans to improve. | |
| Narrative Summary (200–300 words) | Narrative is missing, too short, or off-topic. | Narrative provides basic thoughts but lacks structure or depth. | Narrative reflects on scores, includes relevant insights, and identifies at least one area of strength and one area for growth. | Narrative is well-written, insightful, and connects scores to specific examples, strengths, and future goals. | |
| Connection to Youth Development | No connection made between practices and youth development outcomes. | Minimal connection; may mention benefits but lacks explanation. | Shows an understanding of how staff-youth relationships support youth growth. | Clearly explains how each practice fosters social-emotional learning, belonging, and positive youth development. | |

| Option 1: Behavior Policy | | | | | |
|---|---|---|---|---|-------|
| Criteria | 1 (Unacceptable) | 2 (Needs Improvement) | 3 (Proficient) | 4 (Exemplary) | Score |
| Grammar & Clarity | Frequent grammar, spelling, or sentence structure errors that affect clarity. | Some grammar/spelling issues; overall meaning is understandable but could be clearer. | Minor grammar/spelling issues; writing is mostly clear and well-structured. | Nearly error-free; writing is polished, professional, and easy to understand. | |
| Formatting & Word Count | Less than 400 words, poorly formatted, hard to read or follow. | Less than 400–500 words, inconsistent formatting, organization needs improvement. | 400–500 words, mostly well-formatted and organized with clear sections. | 400–500 words, clean, professional formatting, easy to read and logically organized. | |
| Behavior Policy | Policy is unclear, incomplete, or unprofessional | Policy is clear but lacks some detail or depth | Policy is comprehensive, clear, and mostly professional | Policy is clear, comprehensive, and highly professional | |
| Strategy Discussion | Lacks specific strategies or uses overly generalized examples | Describes some strategies with limited examples or analysis | Describes a variety of strategies with good examples | Thoroughly discusses a variety of strategies with clear and relevant examples | |
| Analysis of Advantages/Disadvantages | No analysis or superficial analysis | Mentions advantages/disadvantages but lacks depth or specific examples | Analyzes advantages/disadvantages with reasonable depth | Provides a thoughtful and detailed analysis with specific, actionable examples | |
| Recommendations for Modification | No recommendations or vague suggestions | Provides basic recommendations but lacks clarity or practical application | Provides clear recommendations with actionable steps | Provides insightful, well-considered recommendations with clear, practical applications | |

Relationships and Interactions with Children and Youth

| Option 2: Youth Connection | | | | | |
|---|---|---|---|---|-------|
| Criteria | 1 (Unacceptable) | 2 (Needs Improvement) | 3 (Proficient) | 4 (Exemplary) | Score |
| Grammar & Clarity | Frequent grammar, spelling, or sentence structure errors that affect clarity. | Some grammar/spelling issues; overall meaning is understandable but could be clearer. | Minor grammar/spelling issues; writing is mostly clear and well-structured. | Nearly error-free; writing is polished, professional, and easy to understand. | |
| Formatting & Word Count | Less than 400 words, poorly formatted, hard to read or follow. | Less than 400–500 words, inconsistent formatting, organization needs improvement. | 400–500 words, mostly well-formatted and organized with clear sections. | 400–500 words, clean, professional formatting, easy to read and logically organized. | |
| Youth List | No list or unclear descriptions | List includes some youth but lacks specificity or clarity | List includes youth with clear and specific identifiers | List is comprehensive, including detailed and clear identifiers for each youth | |
| Strategies for Relationship Building | Lacks clear strategies or is too generic | Strategies are mentioned but not tailored or fully practical | Strategies are practical, clear, and somewhat empathetic | Strategies are highly practical, tailored, and deeply empathetic to each youth's needs | |
| Practical Application | No application or lack of understanding | Basic strategies that may not be fully actionable | Good strategies with clear examples of application | Highly effective, empathetic strategies with clear, impactful applications for each youth | |

| Option 3: Book Review | | | | | |
|------------------------------------|---|---|---|---|-------|
| Criteria | 1 (Unacceptable) | 2 (Needs Improvement) | 3 (Proficient) | 4 (Exemplary) | Score |
| Grammar & Clarity | Frequent grammar, spelling, or sentence structure errors that affect clarity. | Some grammar/spelling issues; overall meaning is understandable but could be clearer. | Minor grammar/spelling issues; writing is mostly clear and well-structured. | Nearly error-free; writing is polished, professional, and easy to understand. | |
| Formatting & Word Count | Poorly formatted, hard to read or follow. | Inconsistent formatting, organization needs improvement. | Mostly well-formatted and organized with clear sections. | Clean, professional formatting, easy to read and logically organized. | |
| Book Selection | Books are not age-appropriate or lack diversity | Books are age-appropriate but lack full diversity or representation | Books are age-appropriate and reflect good diversity | Books are highly age-appropriate, showcasing diverse ethnicities, backgrounds, and identities | |
| Book Summaries | No summaries or unclear summaries | Basic summaries lacking depth or connection to diversity | Detailed summaries with clear relevance to program diversity | Thorough, well-written summaries that deeply connect to program diversity and inclusion | |
| Reflection | No reflection or validating why the books represent program | Basic reflection lacking depth or connection to diversity | Detailed reflection with clear relevance to program diversity | Thorough, well-written reflection that deeply connect to program diversity and inclusion | |
| Inclusivity | No demonstration of inclusivity | Some books demonstrate inclusivity but may lack relevance or diversity | Books demonstrate good inclusivity practices | Books exhibit clear, comprehensive inclusion practices that reflect program diversity | |

Youth Engagement, Voice, and Choice

| Required Element: Youth Voice and Choice | | | | | |
|---|---|---|--|--|-------|
| Criteria | 1 (Unacceptable) | 2 (Needs Improvement) | 3 (Proficient) | 4 (Exemplary) | Score |
| Grammar & Clarity | Frequent grammar, spelling, and sentence structure errors, incomplete or unclear sentences. | Some errors, but meaning is generally clear, occasional incomplete sentences. | Few minor grammar or spelling mistakes, mostly complete and well-structured sentences. | Nearly flawless grammar, clear and concise sentences, professional and polished presentation. | |
| Formatting & Organization | Font size/style is inconsistent, less than 400-500 words, document is disorganized and difficult to follow. | Some formatting inconsistencies, less than 400-500 words, sections lack clear structure. | Mostly consistent formatting, 400-500 words, well-structured with clear sections. | Correct 12-point font, 400-500 words, consistently formatted, exceptionally well-organized and easy to navigate. | |
| Definition of Youth Voice and Choice | No definition or incorrect understanding | Basic definition with limited depth or explanation | Clear definition with good explanation of its importance | Comprehensive definition with deep, clear understanding of its value | |
| Reflection on Current Practices | No reflection or unclear reflection | Basic reflection but lacks insight or detail | Solid reflection with clear examples of practice | Deep, thoughtful reflection with clear insights into practice and youth engagement | |
| SMART Goal | No SMART goal or poorly defined goal | SMART goal is present but lacks clarity or specificity. Provides vague results with limited details | SMART goal is clear and actionable. Provides clear results about how implementing changes went | SMART goal is highly specific, measurable, and actionable, with a well-developed plan. Provides insightful, well-considered results with honest, personal reflection on implementation | |

| Option 1: Youth Survey and SMART Goal | | | | | |
|---------------------------------------|---|--|---|--|-------|
| Criteria | 1 (Unacceptable) | 2 (Needs Improvement) | 3 (Proficient) | 4 (Exemplary) | Score |
| Grammar & Clarity | Frequent grammar, spelling, and sentence structure errors, incomplete or unclear sentences. | Some errors, but meaning is generally clear, occasional incomplete sentences. | Few minor grammar or spelling mistakes, mostly complete and well-structured sentences. | Nearly flawless grammar, clear and concise sentences, professional and polished presentation. | |
| Formatting & Organization | Font size/style is inconsistent, less than 100-200 word reflection, document is disorganized and difficult to follow. | Some formatting inconsistencies, less than 100-200 word reflection, sections lack clear structure. | Mostly consistent formatting, 100-200 word reflection, well-structured with clear sections. | Correct 12-point font, 100-200 word reflection, consistently formatted, exceptionally well-organized and easy to navigate. | |
| Survey Design | Survey is poorly designed or lacks clarity | Survey is basic but lacks clarity or meaningful questions | Good survey design with relevant and clear questions | Excellent survey design with well-thought-out, clear, and relevant questions | |
| Data Reflection | No reflection or unclear analysis of data | Basic reflection with limited insights from data | Good analysis with clear, actionable insights from data | Deep, insightful reflection with clear, actionable steps based on data | |
| SMART Goal Development | No SMART goal or unclear development | SMART goal is present but lacks clarity or specificity | Clear SMART goal with some actionable steps | Well-developed SMART goal with clear, actionable steps based on data reflection | |
| SMART Goal Reflection | Did not reflect on the results/no results provided | Provides vague results with limited details | Provides clear results about how implementing changes went | Provides insightful, well-considered results with honest, personal reflection on implementation | |

Youth Engagement, Voice, and Choice

Option 2: Service Learning Project

| Criteria | 1 (Unacceptable) | 2 (Needs Improvement) | 3 (Proficient) | 4 (Exemplary) | Score |
|--|---|---|--|---|-------|
| Grammar and Clarity | Frequent grammar, spelling, and sentence structure errors, incomplete or unclear sentences. | Some errors, but meaning is generally clear, occasionally incomplete sentences. | Few Minor grammar or spelling mistakes, mostly complete and well-structure sentences. | Nearly flawless grammar, clear and concise sentences, professional and polished presentation. | |
| Formatting | Submission is disorganized, incomplete, or under minimum word count. | Some formatting inconsistencies or missing word count targets. | Well-organized submission that meets word count expectations. | Professionally formatted, visually appealing, and within word count guidelines. | |
| Project Description (200–300 words) | Missing or unclear description; little to no detail about the project or youth involvement. | Provides a general description of the project with minimal detail about youth engagement or observations. | Clearly describes the service learning project and offers observations of youth before, during, and after. | Detailed and engaging description of the project, with thoughtful reflection on youth behavior, engagement, and growth throughout the experience. | |
| Explanation of Service Learning (200–300 words) | Missing or incorrect definition; lacks explanation of purpose or impact. | Basic or vague definition; limited explanation of benefits or learning outcomes. | Clear explanation of what service learning is, including its value and impact on youth and community. | In-depth explanation with strong insight into the purpose and benefits of service learning, including thoughtful analysis of who it supports and what youth gain. | |
| Reflection on Youth Learning | No reflection on what youth learned. | Basic reflection, but lacks depth or evidence of critical thinking. | Describes clear outcomes for youth, including social, emotional, or civic learning. | Strong, insightful reflection with specific examples of youth growth in areas like empathy, leadership, or community awareness. | |
| Photos of Project | No photos provided. | One low-quality or unclear photo with limited connection to the project. | At least one clear, relevant photo showing youth engaged in the project. | Multiple high-quality photos that clearly show youth participation and tell a story of engagement and impact. | |

Option 3: NAA CKSC 5 Self- Assessment

| Criteria | 1 (Unacceptable) | 2 (Needs Improvement) | 3 (Proficient) | 4 (Exemplary) | Score |
|--------------------------------------|---|---|---|---|-------|
| Grammar and Clarity | Frequent grammar, spelling, and sentence structure errors, incomplete or unclear sentences. | Some errors, but meaning is generally clear, occasionally incomplete sentences. | Few Minor grammar or spelling mistakes, mostly complete and well-structure sentences. | Nearly flawless grammar, clear and concise sentences, professional and polished presentation. | |
| Completion of Self-Assessment | Missing or incomplete. | Provides basic summary with some relevant details. | Provides detailed and clear summary with relevant insights. | Provides comprehensive and well-organized summary with depth and clarity. | |
| Reflection | Incomplete or lacking depth. | Reflection present but lacks depth or specific connections. | Good reflection with clear insights and connections to practice. | Thorough and reflective analysis with deep insight into personal development. | |
| Professional Plan | Missing or lacks clear goals. | Contains basic goals but lacks specificity. | Clearly articulated goals with a few actionable steps. | Specific, measurable, and time-bound goals with a detailed plan for achievement. | |
| Action Plan | No action plan or lacks clear steps. | Action plan is present but lacks clear strategies. | Action plan with reasonable steps but may lack full clarity. | Detailed and actionable plan with clear steps to improve practice. | |

Family, School, and Community Relationships

| Required Element: Importance of Communication | | | | | |
|---|---|--|---|--|-------|
| Criteria | 1 (Unacceptable) | 2 (Needs Improvement) | 3 (Proficient) | 4 (Exemplary) | Score |
| Grammar and Clarity | Frequent grammar, spelling, and sentence structure errors, incomplete or unclear sentences. | Some errors, but meaning is generally clear, occasionally incomplete sentences. | Few Minor grammar or spelling mistakes, mostly complete and well-structure sentences. | Nearly flawless grammar, clear and concise sentences, professional and polished presentation. | |
| Formatting and Organization | Font size/style is inconsistent, less than 400-500 words, document is disorganized and difficult to follow. | Some formatting inconsistencies, less than 400-500 words, sections lack clear structure. | Mostly consistent formatting, 400-500 words, well-structured with clear sections. | Correct 12-point font, 400-500 words, consistently formatted, exceptionally well-organized and easy to navigate. | |
| Family Communication Methods | Lacks reflection on family communication methods | Brief reflection with limited insight into communication methods | Clear reflection with some depth on communication methods | Deep, thoughtful reflection with clear analysis of communication methods | |
| Effectiveness Analysis | No analysis or unclear insights into effectiveness | Basic analysis with limited insight into what works or needs improvement | Solid analysis with some clear insights into effectiveness | Comprehensive analysis with clear, actionable insights on effectiveness | |
| Suggestions for Improvement | No suggestions or poorly considered suggestions | Basic suggestions with limited practical value | Clear, practical suggestions for improvement | Thoughtful, well-considered suggestions that directly address family needs | |

| Option 1: Family Event Night | | | | | |
|------------------------------------|---|---|---|---|-------|
| Criteria | 1 (Unacceptable) | 2 (Needs Improvement) | 3 (Proficient) | 4 (Exemplary) | Score |
| Grammar and Clarity | Frequent grammar, spelling, and sentence structure errors, incomplete or unclear sentences. | Some errors, but meaning is generally clear, occasionally incomplete sentences. | Few Minor grammar or spelling mistakes, mostly complete and well-structure sentences. | Nearly flawless grammar, clear and concise sentences, professional and polished presentation. | |
| Formatting and Organization | Font size/style is inconsistent, document is disorganized and difficult to follow. | Some formatting inconsistencies, sections lack clear structure. | Mostly consistent formatting, well-structured with clear sections. | Correct 12-point font, consistently formatted, exceptionally well-organized and easy to navigate. | |
| Event Planning | No event planned or lacks sufficient planning details | Event planned but lacks clarity or sufficient details | Event planned with clear details and some reflection | Thoroughly planned event with clear, thoughtful details and reflection, including what direct tasks were applicant responsibility | |
| Documentation | No documentation or poor documentation | Provides basic documentation, lacks clarity | Provides sufficient documentation with clear examples | Comprehensive documentation with clear, meaningful examples (e.g., sign-in sheet, photos) | |
| Event Reflection | No reflection or minimal reflection on outcomes | Basic reflection with limited insight into event outcomes | Solid reflection with clear analysis of event outcomes | In-depth reflection with personal, insightful analysis and thoughtful suggestions for future improvements | |

Family, School, and Community Relationships

| Option 2: Align for Success | | | | | |
|------------------------------------|---|--|---|--|-------|
| Criteria | 1 (Unacceptable) | 2 (Needs Improvement) | 3 (Proficient) | 4 (Exemplary) | Score |
| Grammar and Clarity | Frequent grammar, spelling, and sentence structure errors, incomplete or unclear sentences. | Some errors, but meaning is generally clear, occasionally incomplete sentences. | Few Minor grammar or spelling mistakes, mostly complete and well-structure sentences. | Nearly flawless grammar, clear and concise sentences, professional and polished presentation. | |
| Formatting and Organization | Font size/style is inconsistent, less than 400-500 words, document is disorganized and difficult to follow. | Some formatting inconsistencies, less than 400-500 words, sections lack clear structure. | Mostly consistent formatting, 400-500 words, well-structured with clear sections. | Correct 12-point font, 400-500 words, consistently formatted, exceptionally well-organized and easy to navigate. | |
| Rubric Analysis | No use of Align for Success rubric or unclear analysis | Basic analysis using the rubric with some examples | Clear use of rubric with examples and analysis | Thorough analysis with strong examples of program and school-day collaboration | |
| Effective Practices | No examples or unclear examples of effective practices | Provides basic examples of effective practices | Good examples of effective practices and collaboration | Comprehensive examples with clear, actionable insights into effective practices | |
| Reflection on Engagement | No reflection or unclear connection to family/community engagement | Basic reflection on how practices enhance engagement | Clear reflection with solid examples of engagement | Deep, thoughtful reflection with clear connections to how practices enhance family and community engagement | |

| Option 3: Resource Map | | | | | |
|--|---|---|---|--|-------|
| Criteria | 1 (Unacceptable) | 2 (Needs Improvement) | 3 (Proficient) | 4 (Exemplary) | Score |
| Grammar and Clarity | Frequent grammar, spelling, and sentence structure errors, incomplete or unclear sentences. | Some errors, but meaning is generally clear, occasionally incomplete sentences. | Few Minor grammar or spelling mistakes, mostly complete and well-structure sentences. | Nearly flawless grammar, clear and concise sentences, professional and polished presentation. | |
| Demographic Summary | Missing or lacks accurate, relevant data; no sources cited. | Basic demographic data included but limited in scope or clarity. | Clearly summarizes relevant community demographics using publicly available data. | Comprehensive, well-organized demographic profile with thoughtful analysis and cited sources. | |
| Connection to Program Design (200–300 words) | No reflection on how data impacts programming. | General ideas offered, but unclear how data influences decision-making. | Thoughtful reflection on how demographics shape communication, curriculum, and engagement strategies. | Deep, insightful reflection that clearly links data to multiple aspects of program design and shows cultural responsiveness. | |
| Community Resource Map | Map missing or incomplete; fewer than 5 resources identified. | Map provided with 5+ resources but lacking clarity, labeling, or purpose. | Map includes 5–7 clearly labeled, relevant community resources with basic descriptions. | Map is well-labeled, easy to interpret, and includes 7+ meaningful community-based resources with purposefully described services. | |
| SMART Goal for Partnership | No SMART goal provided or completely unclear. | Goal is present but missing SMART elements or relevance to the program. | Clear SMART goal for building a community partnership is included. | Strong, specific, and achievable SMART goal aligned with program needs and community context. | |
| Reflection on Community Understanding (100–200 words) | Reflection missing or vague; no personal or programmatic insight. | Some reflection but lacks depth or specificity. | Offers a personal insight and identifies a connection to program improvement. | Thoughtful and specific reflection with a clear takeaway about how deeper community knowledge improves practice. | |

Safety and Wellness

| Required Element: Safety Policy and Snack Menu | | | | | |
|--|---|---|--|--|-------|
| Criteria | 1 (Unacceptable) | 2 (Needs Improvement) | 3 (Proficient) | 4 (Exemplary) | Score |
| Grammar and Clarity | Frequent grammar, spelling, and sentence structure errors, incomplete or unclear sentences. | Some errors, but meaning is generally clear, occasionally incomplete sentences. | Few Minor grammar or spelling mistakes, mostly complete and well-structure sentences. | Nearly flawless grammar, clear and concise sentences, professional and polished presentation. | |
| Formatting and Organization | Font size/style is inconsistent, document is disorganized and difficult to follow. | Some formatting inconsistencies, sections lack clear structure. | Mostly consistent formatting, well-structured with clear sections. | Correct 12-point font, consistently formatted, exceptionally well-organized and easy to navigate. | |
| Safety Policies | Policies are missing or disorganized; fail to address basic safety needs. | Policies included but vague, incomplete, or not site-specific. | Clearly written policies that address major areas of safety and supervision. | Comprehensive, well-organized safety document that includes emergency procedures, supervision, health protocols, and aligns with licensing or best practice standards. | |
| Snack Menu | Snack menu is missing or does not meet USDA guidelines. | Menu is included but lacks serving sizes or age-appropriate detail. | Menu includes 5 days of snacks and appropriate serving sizes for age group per USDA standards. | Menu is detailed, age-appropriate, aligned with USDA CACFP guidelines, and demonstrates thoughtful nutrition planning. | |

| Option 1: NAA Physical Activity Standards | | | | | |
|---|---|--|---|---|-------|
| Criteria | 1 (Unacceptable) | 2 (Needs Improvement) | 3 (Proficient) | 4 (Exemplary) | Score |
| Grammar and Clarity | Frequent grammar, spelling, and sentence structure errors, incomplete or unclear sentences. | Some errors, but meaning is generally clear, occasionally incomplete sentences. | Few Minor grammar or spelling mistakes, mostly complete and well-structure sentences. | Nearly flawless grammar, clear and concise sentences, professional and polished presentation. | |
| Formatting and Organization | Font size/style is inconsistent, less than 400-500 words, document is disorganized and difficult to follow. | Some formatting inconsistencies, less than 400-500 words, sections lack clear structure. | Mostly consistent formatting, 400-500 words, well-structured with clear sections. | Correct 12-point font, 400-500 words, consistently formatted, exceptionally well-organized and easy to navigate. | |
| Understanding of Health Concerns | Little or no awareness of child health concerns. | Mentions concerns but lacks depth or specific examples. | Demonstrates awareness of obesity, chronic illness, and activity decline. | Strong grasp of current health concerns and how they impact youth and programming. | |
| Use of NAA Physical Activity Standards | Standards not mentioned or misused. | Reference to standards is unclear or underdeveloped. | Standards are referenced and generally applied to program examples. | Standards are clearly integrated with specific examples and well-explained strategies. | |
| Program Examples | No clear program strategies provided. | Some general examples, lacking clarity or connection to health outcomes. | Provides specific examples of physical activities and supports in the program. | Offers creative, inclusive, and developmentally appropriate examples that show program-wide commitment to wellness. | |

Safety and Wellness

| Option 2: Emergency Plan and Case Scenarios | | | | | |
|---|---|---|---|--|-------|
| Criteria | 1 (Unacceptable) | 2 (Needs Improvement) | 3 (Proficient) | 4 (Exemplary) | Score |
| Grammar and Clarity | Frequent grammar, spelling, and sentence structure errors, incomplete or unclear sentences. | Some errors, but meaning is generally clear, occasionally incomplete sentences. | Few Minor grammar or spelling mistakes, mostly complete and well-structure sentences. | Nearly flawless grammar, clear and concise sentences, professional and polished presentation. | |
| Formatting and Organization | Font size/style is inconsistent, document is disorganized and difficult to follow. | Some formatting inconsistencies, sections lack clear structure. | Mostly consistent formatting, well-structured with clear sections. | Correct 12-point font, consistently formatted, exceptionally well-organized and easy to navigate. | |
| Evaluation of Emergency Plan | No evaluation provided or off-topic. | Vague evaluation with few improvement ideas. | Clear evaluation of one plan component with 2–3 improvement ideas. | Thorough, practical evaluation with inclusive, well-justified improvement recommendations. | |
| Case Scenarios (2) | Missing, incomplete, or not clearly addressing steps. | Basic steps outlined but lacks detail or sequence. | Two clear scenarios with logical steps, notifications, and documentation. | Two strong, realistic scenarios with detailed responses, including child care, staff roles, and communication steps. | |
| Reflection (100–200 words) | No reflection included or unclear. | Basic reflection without meaningful insight. | Reflects on readiness and insights gained from scenario writing. | Thoughtful, specific reflection on readiness, team preparation, and areas to strengthen. | |

| Option 3: Mental and Emotional Wellbeing | | | | | |
|--|---|---|---|--|-------|
| Criteria | 1 (Unacceptable) | 2 (Needs Improvement) | 3 (Proficient) | 4 (Exemplary) | Score |
| Grammar and Clarity | Frequent grammar, spelling, and sentence structure errors, incomplete or unclear sentences. | Some errors, but meaning is generally clear, occasionally incomplete sentences. | Few Minor grammar or spelling mistakes, mostly complete and well-structure sentences. | Nearly flawless grammar, clear and concise sentences, professional and polished presentation. | |
| Formatting and Organization | Font size/style is inconsistent, document is disorganized and difficult to follow. | Some formatting inconsistencies, sections lack clear structure. | Mostly consistent formatting, well-structured with clear sections. | Correct 12-point font, consistently formatted, exceptionally well-organized and easy to navigate. | |
| Well-Being Strategies (200–300 words) | No strategies listed or off-topic. | Few strategies listed, unclear or disconnected from youth needs. | 3–5 strategies described with clear relevance to emotional wellness. | 3–5 well-developed, inclusive strategies that directly support emotional safety and youth development. | |
| Staff Training & Partnerships (200–300 words) | No mention of training or support systems. | Basic mention of staff strategies; partnerships unclear. | Staff PD and mental health support described with some detail. | Strong systems of staff support and collaboration with partners are clearly articulated. | |
| Reflection on Youth Belonging (200–300 words) | No reflection provided or vague generalizations. | Basic reflection with limited insight. | Reflects on emotional safety and provides a clear example. | Deep, reflective response with strong insight and an authentic, specific example of emotional support. | |

Program Planning and Development

| Required Element: Program Mission Assessment | | | | | |
|--|---|--|--|---|-------|
| Criteria | 1 (Unacceptable) | 2 (Needs Improvement) | 3 (Proficient) | 4 (Exemplary) | Score |
| Grammar & Clarity | Frequent grammar, spelling, and sentence structure errors, incomplete or unclear sentences. | Some errors, but meaning is generally clear, occasional incomplete sentences. | Few minor grammar or spelling mistakes, mostly complete and well-structured sentences. | Nearly flawless grammar, clear and concise sentences, professional and polished presentation. | |
| Formatting & Organization | Font size/style is inconsistent, document is disorganized and difficult to follow. | Some formatting inconsistencies, sections lack clear structure. | Mostly consistent formatting, well-structured with clear sections. | Correct 12-point font, consistently formatted, exceptionally well-organized and easy to navigate. | |
| Mission & Values Statement | Mission and values are missing or unclear. | Mission and values are vague or incomplete; limited relevance to the organization. | Clear and accurate mission and values are provided and relevant to the organization's purpose. | Well-articulated, inspiring mission and values clearly aligned to organizational goals and identity. | |
| Culture Reflection (200–300 words) | No reflection or comparison of envisioned vs. current culture. | Minimal or surface-level comparison with limited insight or unclear feedback from staff. | Reflects on the envisioned culture, current workplace reality, and identifies specific gaps or areas for growth. | Thoughtful and insightful analysis comparing desired and current culture, incorporating staff feedback and identifying clear opportunities for improvement. | |
| Staff Engagement & Input | No evidence of staff input or engagement. | Minimal or anecdotal input from staff; lacks structure. | Staff feedback is acknowledged and helps shape the reflection. | Meaningful staff input is thoughtfully integrated; shows collaboration and active listening to employee voices. | |
| Recommendations for Improvement (200–300 words) | No clear recommendations; lacks relevance to culture or mission. | General suggestions; lacks depth, feasibility, or direct connection to mission/values. | Offers actionable, relevant recommendations that address relationships, communication, and collaboration. | Provides clear, strategic, and mission-aligned recommendations with strong rationale and potential for measurable impact. | |
| Alignment to Mission & Values | No connection between culture discussion and mission/values. | Vague or weak connection to mission/values. | Demonstrates clear alignment between recommendations and organizational principles. | Deep integration of mission and values throughout all sections; recommendations and reflection are clearly grounded in the organization's core purpose. | |

Program Planning and Development

| Option 1: Program Assessment | | | | | |
|--|---|---|--|---|-------|
| Criteria | 1 (Unacceptable) | 2 (Needs Improvement) | 3 (Proficient) | 4 (Exemplary) | Score |
| Grammar & Clarity | Frequent grammar, spelling, and sentence structure errors, incomplete or unclear sentences. | Some errors, but meaning is generally clear, occasional incomplete sentences. | Few minor grammar or spelling mistakes, mostly complete and well-structured sentences. | Nearly flawless grammar, clear and concise sentences, professional and polished presentation. | |
| Formatting & Organization | Font size/style is inconsistent, document is disorganized and difficult to follow. | Some formatting inconsistencies, sections lack clear structure. | Mostly consistent formatting, well-structured with clear sections. | Correct 12-point font, consistently formatted, exceptionally well-organized and easy to navigate. | |
| Use of Assessment Tool | No assessment tool included or referenced. | Tool is mentioned but not clearly connected to findings or improvement plan. | Tool is provided and key findings are summarized. | Assessment tool is clearly included or referenced, with thoughtful interpretation of results guiding the entire plan. | |
| Staffing Evaluation | Staffing is not addressed or discussed vaguely. | General comments on staffing with limited analysis or no action steps. | Clear evaluation of staffing roles, gaps, and professional development needs. | Thorough staffing review with well-reasoned action steps tied to improvement, training, and program needs. | |
| Resource Assessment | No discussion of materials, equipment, or funding. | Minimal mention of resources with no proposed solutions. | Adequate assessment of current resources and realistic proposals for improvement. | Strong analysis of resource availability with specific strategies for acquiring, reallocating, or maximizing tools and funds. | |
| Services Analysis & Recommendations | Little or no evaluation of current services. | Basic analysis of services with unclear or impractical recommendations. | Describes current services and offers relevant, feasible improvements. | In-depth evaluation of services, including innovative, mission-aligned suggestions that respond to youth and community needs. | |
| Alignment with Mission & Vision | No mention of mission/vision or irrelevant to proposed plan. | Vague connection to program mission or vision. | Improvement plan aligns with overall goals and values of the program. | Plan is deeply aligned with the program's mission and vision, ensuring meaningful and sustainable change. | |

Program Planning and Development

Option 2: SA-PQA Reflection

| Criteria | 1 (Unacceptable) | 2 (Needs Improvement) | 3 (Proficient) | 4 (Exemplary) | Score |
|--------------------------------------|---|--|--|--|-------|
| Grammar & Clarity | Frequent grammar, spelling, and sentence structure errors, incomplete or unclear sentences. | Some errors, but meaning is generally clear, occasional incomplete sentences. | Few minor grammar or spelling mistakes, mostly complete and well-structured sentences. | Nearly flawless grammar, clear and concise sentences, professional and polished presentation. | |
| Formatting & Organization | Font size/style is inconsistent, less than 400-500, document is disorganized and difficult to follow. | Some formatting inconsistencies, less than 400-500 words, sections lack clear structure. | Mostly consistent formatting, 400-500 words, well-structured with clear sections. | Correct 12-point font, 400-500 words per student, consistently formatted, exceptionally well-organized and easy to navigate. | |
| Program Strengths | No identification of strengths or unclear examples | Basic identification of program strengths with limited analysis | Clear identification of strengths with examples and analysis | Thorough analysis of program strengths with clear, relevant examples | |
| Areas for Growth | No identification of areas for growth or unclear examples | Basic identification with limited insight | Clear identification with meaningful insights and examples | In-depth analysis of growth areas with thoughtful, actionable insights | |
| SMART Goal Development | No SMART goal or poorly defined goal | Basic SMART goal with limited clarity | Clear SMART goal with actionable steps | Well-developed SMART goal with clear, specific, and actionable steps | |

Option 3: Workplace Resource Management

| Criteria | 1 (Unacceptable) | 2 (Needs Improvement) | 3 (Proficient) | 4 (Exemplary) | Score |
|--|---|--|--|---|-------|
| Grammar & Clarity | Frequent grammar, spelling, and sentence structure errors, incomplete or unclear sentences. | Some errors, but meaning is generally clear, occasional incomplete sentences. | Few minor grammar or spelling mistakes, mostly complete and well-structured sentences. | Nearly flawless grammar, clear and concise sentences, professional and polished presentation. | |
| Formatting & Organization | Font size/style is inconsistent, less than 400-500, document is disorganized and difficult to follow. | Some formatting inconsistencies, less than 400-500 words, sections lack clear structure. | Mostly consistent formatting, 400-500 words, well-structured with clear sections. | Correct 12-point font, 400-500 words per student, consistently formatted, exceptionally well-organized and easy to navigate. | |
| Resource and Material List | Incomplete or unclear list of resources/materials | Basic list of resources/materials with minimal detail | Clear and organized list of resources/materials with some detail | Comprehensive, well-organized list of resources/materials with complete detail and categorization | |
| Reflection and Process Analysis | No reflection or unclear analysis of the process | Basic reflection on the process with limited insights | Solid reflection with clear insights into the process and identified improvements | In-depth reflection with thoughtful analysis of the process, including challenges faced, solutions implemented, and areas for future growth | |
| Actionable Plan for Improvement | No actionable plan or unclear suggestions for improvement | Basic suggestions for improvement with limited action steps | Clear and practical plan with specific action steps for improving resource tracking and allocation | Comprehensive, actionable plan with clear, measurable steps and strategies for improving resource tracking, allocation, and efficiency | |

Professional Development and Leadership

| Required Element: NAA CKSC Self Assessment | | | | | |
|--|---|---|---|---|-------|
| Criteria | 1 (Unacceptable) | 2 (Needs Improvement) | 3 (Proficient) | 4 (Exemplary) | Score |
| Grammar and Clarity | Frequent grammar, spelling, and sentence structure errors, incomplete or unclear sentences. | Some errors, but meaning is generally clear, occasionally incomplete sentences. | Few Minor grammar or spelling mistakes, mostly complete and well-structure sentences. | Nearly flawless grammar, clear and concise sentences, professional and polished presentation. | |
| Completion of Self-Assessment | Missing or incomplete. | Provides basic summary with some relevant details. | Provides detailed and clear summary with relevant insights. | Provides comprehensive and well-organized summary with depth and clarity. | |
| Reflection | Incomplete or lacking depth. | Reflection present but lacks depth or specific connections. | Good reflection with clear insights and connections to practice. | Thorough and reflective analysis with deep insight into personal development. | |
| Professional Plan | Missing or lacks clear goals. | Contains basic goals but lacks specificity. | Clearly articulated goals with a few actionable steps. | Specific, measurable, and time-bound goals with a detailed plan for achievement. | |
| Action Plan | No action plan or lacks clear steps. | Action plan is present but lacks clear strategies. | Action plan with reasonable steps but may lack full clarity. | Detailed and actionable plan with clear steps to improve practice. | |