Individual Examinee Standard Scores

Sorted Numerically by Student ID

These scores should be interpreted with caution. The ACAT is intended to evaluate an entire group of graduating seniors. The accuracy of scores for individual students, particularly in the separate content areas is limited. The overall performance score is illustrative of the general performance of each student. Individual student performance can be expected to vary across administrations of the same test and can be affected by numerous factors, including motivation and the circumstances under which the test is administered. PACAT Incorporated does not recommend the use of these scores for making decisions about the academic achievement of individual students. Institutions using the scores for individual evaluation should take these limitations into account. Where students provided 8 or 9 digit ID numbers, only the last 4 digits are reported below. This is to provide protection in cases where social security numbers may have been provided.

1	2	3	4	5	6	7	8	Overall Score	Percentile
520	502	489	474	517	487	446	448	478	41 *Not statistically valid

1 = Diversity	5 = Policy 8 Services
2 = Populations at Risk	6 = Social Work Practice
3 = Social and Economic Justice	7 = Human Beh in Social Environment
4 = Values and Ethics	8 = Research Methods

Table 2.4 –Student Competency Classroom Assessment Rubric - Results A.Y. 2011 -2012					
This is an assessment rubric for assessing student Practice Behaviors used in the classroom and field.					
EPAS Compentency	Unsatisfactory 0-69%	Satisfactory 70-79% (meets minimum standard)	Accomplished 80-89%	Exemplary 90-100%	Avg.
Competency 2.1.1 Identify as a professional Social Worker					
Practice Behavior 2.1.1-1 Advocate for client access to the servies of Social Workers	Unable to give evidence of advocacy for client access to Social Work services	Gives some evidence of advocacy for client access to Social Work services	Gives strong evidence of advocacy for client access to Social Work services	Gives evidence of interest in and mastery of the skills of advocacy for client access to Social Work services	
				90	90
Practice Behavior 2.1.1-2	Unable to give evidence of self reflection/ self correctoin toward the goal of increased professional development	Gives some evidence of self reflection/ self correctoin toward the goal of increased professional development	Gives clear evidence of self reflection/ self correctoin toward the goal of increased professional development	Gives evidence of in depth self reflection/ self correctoin toward the goal of increased professional development	
Practice Behavior 2.1.1-3 Recognize and pay attention to professional boundaries	Student cannot give evidence of recognition of or setting appropriate professional boundaries	Student can give evidence of recognition of or setting appropriate professional boundaries	Student can give evidence of good recognition of or setting appropriate professional boundaries	Student can give evidence of excellent ability in recognition of or setting appropriate professional boundaries	
			85		85
Practice Behavior 2.1.1-4 Give evidence of Professional Demeanor and Dress	Student gives evidence of no or little interest in developing professional demeanor and dress	Student gives evidence of beginning interest in developing professional demeanor and dress	Student gives evidence of a strong interest in career long development of professional demeanor and dress	Student gives evidence of strong interest in and commitment to career developing professional demeanor and dress	
			88	90	89

Practice Behavior 2.1.1-5 Give evidence of interest in career long learning	Student is unable to give evidence of interest in career long learning	Student gives evidence of beginning interest in career long learning	Student gives evidence of strong interest in career long learning	Student gives evidence of extensive interest in career long learning	
Practice Behavior 2.1.2-6 Give evidence of use of supervsion and consultation	Fails to give evidence of use of supervision and consultation	Gives evidence of the beginning use of supervision and consultation	Gives evidence of sound use of supervision and consultation	Gives evidence of well integrated and effective use of supervision and consultation	
		78			78
Practice Behavior 2.1.2-7 Recognize and mange personal values in a way that allows professional values to guide practice	Fails to give evidence of recognition of the interaction among personal calues and professional values and ethics and their differential application(s) to professional practice	Gives evidence of a beginning understanding of the interation among personal values and professional calues and ethics and their differential application(s) to professional practice	Gives evidence of a good understanding of the interation among personal values and professional values and ethics and their differential application(s) to professional practice	Gives evidence of an advanced level of understanding and integration of the interaction among personal values and professional values and ethics and their differential application(s) to professional	
			88	92	90
Practice Behavior 2.1.2-8 Make ethical decisions by applying standards of NASW Code of Ethics and, as applicable, the International Federation of Social Workers/International Association of Schools of Social Wirk Ethics in Social Work Statement of Principles	Fails to five evidence of ethical decision making according to the NASW Code of Ethics and International Social Work Standards	Give some evidence of beginning ethical decision making according to the NASW Code of Ethics and International Social Work Standards	Gives evidence of good understanding of and implementing of decsion making according to the NASW Code of Ethics and International Social Work	Gives evidence of an advanced level of understanding and integration of decision making according to the NASW Code of Ethics and International Social Work	
			89	90	89.5
Practice Behavior 2.1.2-9 Tolerate ambiguity in resolving ethical conflicts	Unable to give evidence of tolerance of ethically ambiguous practice situations	Give some evidence of tolerance of ethically ambiguous practice situations	Gives evidence of a good tolerance of ethically ambiguous practice situations	Gives evidence of excellent ability to tolerate and balance tolerance of ethically ambiguous practice situations	
			85	90	87.5

Practice Behavior 2.1.2-10 Apply strategies of ethical reasoning and hierarchies to arrive at principled practice decisions	Unable to give evidence of applying stategies of ethical reasoning and hierarchies to arrive at principled practice decisions	Gives evidence of mastery of applying stategies of ethical reasoning and hierarchies to arrive at principled practice decisions	Gives evidence of good mastery of applying stategies of ethical reasoning and hierarchies to arrive at pricipled practice decisions	Gives evidence of good and well integrated mastery of applying stategies of ethical reasoning and hierarchies to arrive at principled practice decisions	
			88		88
Compentency 2.1.3 Apply critical thinking to inform and communicate professional judgements					
Practice Behavior 2.1.3-11 Distinguish appraise and integrate multiple sources of knowledge including research based knowledge and practice wisdom	Unable to give evidence of distinguishing, appraising and multiple sources of knowledge including research based knowledge and practice wisdom	Gives some evidence of distinguishing, appraising and integrating multiple sources of knowledge including research based knowledge and practice wisdom	Gives evidence of good and sound appraising and integrating multiple sources of knowledge including research based knowledge and practice wisdom	Gives evidence of excellent well thought out processes of distinguishing, appraising and integrating multiple sources of knowledge including research based knowledge and practice wisom	
			82	91	86.5
Practice Behavior 2.1.3-12 Analyze models of assessment, prevention, intervention and evaluation	Unable to give evidence of analyzing models of assessment, prevention, intervention and evaluation	Gives evidence of adequate analysis of models of assessment, prevention, intervention and evaluation	Gives evidence of good analysis of models of assessment, prevention, intervention and evaluation	Gives evidence of excellent analysis of models of assessment, prevention, intervention and evaluation	
			89		89

Practice Behavior 2.1.3-13 Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communitites and colleagues	Cannot give evidence of demonstrating effective oral and written communication in working with individuals, families, groups, organizations, communitities and colleagues	Gives evidence of adequate demonstrating effective oral and written communication in working with individuals, families, groups, organizations, communitities and colleagues	Gives evidence of good demonstrating effective oral and written communication in working with individuals, families, groups, organizations, communitities and colleagues	Give evidence of very good and well thought out demonstration effective oral and written communication in working with individuals, families, groups, organizations, communitities and colleagues	
				92	92
Competency 2.1.4 Engage diversity and differnce in practice					
Practice Behavior 2.1.4-14 Recognize the extent to which a culture's structures and calues may oppress, marginalize, alienate, create, or enchance privilege and power	Does not give evidence to recognize the extent to which a culture's structures and calues may oppress, marginalize, alienate, create, or enchance privilege and power	Gives evidence of a minimally adequate ability to recognize the extent to which a culture's structures and calues may oppress, marginalize, alienate, create, or enchance privilege and power	Gives evidence to recognize the extent to which a culture's structures and calues may oppress, marginalize, alienate, create, or enchance privilege and power	Gives evidence of an excellent and comprehensive ability to recognize the extent to which a culture's structures and calues may oppress, marginalize, alienate, create, or enchance privilege and power	
			89	92	90.5
Practice Behavior 2.1.4-15 Gain sufficient self awareness to eliminate the influence of personal bias and values in working with diverse groups	Unable to demonstrate sufficient self awareness to eliminate the influence of personal bias and values in working with diverse groups	Gives evidence of a beginning awareness to eliminate the influence of personal bias and values in working with diverse groups	Gives evidence of good awareness to eliminate the influence of personal bias and values in working with diverse groups	Gives evidence of very good awareness to eliminate the influence of personal bias and values in working with diverse groups	
				95	95

Practice Behavior 2.1.4-16 Recognize and communicate an understanding of the importance of differnce in shaping life experiences	Evidence of the ability to recognize and communicate an understanding of the importance of differnce in shaping life experiences	Adequate evidence of the ability to recognize and communicate an understanding of the importance of differnce in shaping life experiences	Good ability to recognize and communicate an understanding of the importance of differnce in shaping life experiences	Excellent ability to recognize and communicate an understanding of the importance of differnce in shaping life experiences	
			88	90	89
Practice Behavior 2.1.4-17 View themselves as learners and engage those with whom they work as informants	Unable to give evidence of viewing of themselves as learners and engage those with whom they work as informants	Gives evidence of adequate viewing of themselves as learners and engage those with whom they work as informants	Gives evidence of having a sound view of themselves as learners and engage those with whom they work as informants	Gives evidence of having an open and excellent view of themselves as learners and engage those with whom they work as informants	
				90	90
Compentency 2.1.5 Advance human rights and social and economic justice					
Practice Behavior 2.1.5-18 Understand the forms and mechanism of oppression and discrimination	Gives no evidence of understanding of the forms and mechanism of oppression and discrimination	Gives evidence of an adequate understanding of the forms and mechanism of oppression and discrimination	Gives evidence of sound understanding of the forms and mechanism of oppression and discrimination	Gives evidence of an active interst in and engagement in understanding the forms and mechanism of oppression and discrimination	
				95	95
Practice Behavior 2.1.5-19 Advocate for human rights and social and economic justice	Demonstates no or little interest in advocacy for human rights and social and economic justice	Gives evidence of adequate interst in advocacy for human rights and social and economic justice	Give evidence of good appreciation of and respect for interest in advocacy for human rights and social and economic justice	Gives evidence of excellent appreciation and advocacy for human rights and social and economic justice	

Practice Behavior 2.1.5-20 Engage in practices that advance social and economic justice	Does not give evidence engagement in practices that advance social and economic justice	Gives evidence of beginning engagement in practices that advance social and economic justice	Gives evidence of good and sound engagement in practices that advance social and economic justice	Gives evidence of excellent engagement in practices that advance social and economic justice	
Compentency 2.1.6 Engage in research informed practice and practice informed research					
Practice Behavior 2.1.6-21 Use practice experience to inform scientific inquiry	Demonstrates no or little use of practice experience to	Demonstrates adequate use of practice experience to	Demonstrates good use of practice experience to	Demonstrates very good use of practice experience to	
			87		87
Practice Behavior 2.1.6-22 Use research evidence to inform practice	Demonstrates little or no use research data to inform practice	Demonstrates adequate use research data to inform practice	Demonstrates good use research data to inform practice	Demonstrates very good use research data to inform practice	
			86	90	88
Compentency 2.1.7 Apply knowledge of human behavior and the social environment					
Practice Behavior 2.1.7-23 Utilize conceptual frameworks to guide the processes of assessment, intercention and evaluation	Does not give evidence of utilizing conceptual frameworks to guide the processes of assessment, intercention and evaluation	Gives some evidence of utilizing conceptual frameworks to guide the processes of assessment, intercention and evaluation	Gives evidence of good ability to utilizing conceptual frameworks to guide the processes of assessment, intercention and evaluation	Gives evidence of excellent ability to utilizing conceptual frameworks to guide the processes of assessment, intercention and evaluation	
			88	92	90
Practice Behavior 2.1.7-24 Critique and apply knowledge to understand the functioning of a peron(s) in the social environment	Does not give evidence of ability to critique and apply knowledge to understand the functioning of a peron(s) in the social environment	Gives some evidence of ability to ritique and apply knowledge to understand the functioning of a peron(s) in the social environment	Gives evidence of good ability to ritique and apply knowledge to understand the functioning of a peron(s) in the social environment	Give evidence of excellent ability to critique and apply knowledge to understand the functioning of a peron(s) in the social environment	
Competency 2.1.8 Engage in policy practice to advance social and economic well being and to deliver effective social services					

Practice Behavior 2.1.8-25 Analyze, formulate and advocate for policies that advance social well being	Does not give evidence of analyzing, formulation and advocacy for policies that advance social well being	Gives some evidence of analyzing, formulation and advocacy for policies that advance social well being	Gives evidence of analyzing, formulation and advocacy for policies that advance social well being	Gives evidence effective of analyzing, formulation and advocacy for policies that advance social well being	
			89	95	
				94	
Averages				94.5	91.75
Practice Behavior 2.1.8-26 Collaborate with colleagues, and clients for effective policy action	Does not give evidence of collaboration with colleagues, and clients for effective policy action	Gives some evidence of collaboration with colleagues, and clients for effective policy action	Gives evidence of good collaboration with colleagues, and clients for effective policy action	Gives evidence of excellent and highly effective collaboration with colleagues, and clients for effective policy action	
		79			79
Competency 2.1.9 Respond to contexts that shape practice					
Practice Behavior 2.1.9-27 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments	Does not give evidence of continuous discover, appraise, and attend to changing locales, populations, scientific and technological developments	Gives evidence of continuous discover, appraise, and attend to changing locales, populations, scientific and technological developments	Gives evidence of some continuous discover, appraise, and attend to changing locales, populations, scientific and technological developments	Gives evidence of excellent, effective and continuous discover, appraise, and attend to changing locales, populations, scientific and technological developments	
		79	81		80
Practice Behavior 2.1.9-28 Students will provide leadership in promoting sustaonable changes in service delivery and practice to improve the quality of social services	Does not give evidence of leadership in promoting sustaonable changes in service delivery and practice to improve the quality of social services	Gives some evidence of leadership in promoting sustaonable changes in service delivery and practice to improve the quality of social services	Gives evidence of good and effective leadership in promoting sustaonable changes in service delivery and practice to improve the quality of social services	Gives evidence of excellent, highly effective leadership in promoting sustaonable changes in service delivery and practice to improve the quality of social services	
			89		89

Competency 2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.					
Practice Behavior 2.1.10(a)-29 Engagement-Sustantively and effectively prepare for action with individuals, families, groups, organizations and communities	Does not give evidence of sustantively and effectively prepare for action with individuals, families, groups, organizations and communities	Gives some evidence of sustantively and effectively prepare for action with individuals, families, groups, organizations and communities	Gives evidence of good and effective preparing for action with individuals, families, groups, organizations and communities	Gives evidence of accurate, timely, and highly effectively preparing for action with individuals, families, groups, organizations and communities	
			87	90	
				92	
Averages				91	89
Practice Behavior 2.1.10(a)-30 Engagement - Use empathy and other interpersonal skills	Does not give evidence of use of empathy and other interpersonal skills	Gives some evidence of use of empathy and other interpersonal skills	Gives evidence of good and effective use of empathy and other interpersonal skills	Gives evidence of accurate and highly effective use of empathy and other interpersonal skills	
			88	90	89
Practice Behavior 2.1.10(a)-31 Develop a mutually agreed upon focus of work and desired outcomes	Does not give evidence of developing a mutually agreed upon focus of work and desired outcomes	Gives some evidence of developing a mutually agreed upon focus of work and desired outcomes	Gives evidence of good development of a mutually agreed upon focus of work and desired outcomes	Gives evidence of excellent development of a mutually agreed upon focus of work and desired outcomes	
			89	90	89.5
Practice Behavior 2.1.10-32 Assessment - Collect, organize, and interpret client data	Does not give evidence of good, timely, client data collection, organization, and interpretation	Gives some evidence of good, timely, and appropriate client data collection, organization, and interpretation	Gives evidence of good, timely, and appropriate client data collection, organization, and interpretation	Gives evidence of timely, highly appropriate, and effective client data collection, organization, and interpretation	
			89	92	90.5
Practice Behavior 2.1.10(b)-33 Assessment - Assess client strengths and limitations	Does not give evidence of good, timely, and accurate assessment of client strengths and limitations	Gives some evidence of good, timely, and accurate assessment of client strengths and limitations	Gives strong evidence of good, timely, and accurate assessment of client strengths and limitations	Gives evidence of excellent, timely, and highly accurate assessment of client strengths and limitations	

			88		
			89		
Averages			88.5		88.5
Practice Behavior 2.1.10(b)-34 Assessment - Develop mutually agreed upon goals & objectives	Does not give good evidence of good, timely, and accurate development of mutually agreed upon goals & objectives with clients	Gives some evidence of good, timely, and accurate development of mutually agreed upon goals & objectives with clients	Gives strong evidence of good, timely, and accurate development of mutually agreed upon goals & objectives with clients	Gives evidence of excellent, timely, and highly accurate development of mutually agreed upon goals & objectives with clients	
Practice Behavior2.1.10(b)-35 Intervention - Select appropriate intervention strategies	Does not give evidence of good, timely, and accuate development of appropriate intervention strategies with clients	Gives some evidence of good, timely, and accuate development of appropriate intervention strategies with clients	Gives strong evidence of good, timely, and accuate development of appropriate intervention strategies with clients	Gives evidence of excellent, timely, and highly accuate development of appropriate intervention strategies with clients	
		79	85	90	84.67
Practice Behavior 2.1.10(c)-36 Intervention - Initiate actions to achieve organizational goals	Does not give evidence of good, timely, and accurate initiation of actions to achieve organizations goals	Gives some evidence of good, timely, and accurate initiation of actions to achieve organizations goals	Gives strong evidence of good, timely, and accurate initiation of actions to achieve organizations goals	Gives evidence of excellent, timely, and highly accurate initiation of actions to achieve organizations goals	
			84		
			88		
Averages			86		86
Practice Behavior 2.1.10(c)-37 Intervention - Implement prevention interventions that enhance client capcity	Does not give evidence of good, timely, and accurate implementation of prevention interventions that enhance client capacity	Gives some evidence of good, timely, and accurate implementation of prevention interventions that enhance client capacity	Gives strong evidence of good, timely, and accurate implementation of prevention interventions that enhance client capacity	Gives evidence of excellent, timely, and highly accurate implementation of prevention interventions that enhance client capacity	
			88	92	90

Practice Behavior 2.1.10(c)-38 Intervention - Help clients resolve problems	Does not give evidence of good, timely, and accurate problem solving with clients	Gives some evidence of good, timely, and accurate problem solving with clients	Gives strong evidence of good, timely, and accurate problem solving with clients	Gives evidence of excellent, timely, and highly accurate problem solving with clients	
				92	
				90	
Averages				91	91
Practive Behavior 2.1.10(c)-39 Intervention - Negotiate, mediate, and advocate for clients	Does not give evidence of good, timely, and accurate negotiation, mediation, and advocacy for clients	Gives some evidence of good, timely, and accurate negotiation, mediation, and advocacy for clients	Gives strong evidence of good, timely, and accurate negotiation, mediation, and advocacy for clients	Gives evidence of excellent, timely, and highly accurate negotiation, mediation, and advocacy for clients	
			82	90	86
Practice Behavior 2.1.10(c)-40 Intervention 0 Facilitate transitions and endings	Does not give evidence of good, timely, and accurate facilitation of transitions and endings	Gives some evidence of good, timely, and accurate facilitation of transitions and endings	Gives strong evidence of good, timely, and accurate facilitation of transitions and endings	Gives evidence of excellent, timely, and highly accurate facilitation of transitions and endings	
				92	92
Practice Behavior 2.1.10(d)-41 Evaluation - Social Workers critically analyze, monitor, and evaluate interventions	Does not give evidence of good, timely, and accurate critical analysis, monitoring, and evaluation of interventions	Gives some evidence of good, timely, and accurate critical analysis, monitoring, and evaluation of interventions	Gives strong evidence of good, timely, and accurate critical analysis, monitoring, and evaluation of interventions	Gives evidence of excellent, timely, and highly accurate critical analysis, monitoring, and evaluation of interventions	
			87		87