**HDI Community Access On-Line Course**

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| **Course Expectations** | **Below Expectations**  **Between 0 and 70%** | **Meets Expectations**  **80 to 90%** | **Exceeds Expectations**  **100%** |
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| Learner answered responsively to all of the questions posed in the THink Spot | Learner failed to answer all the questions asked in the Think Spot | All Think Spot question(s) were completed in their entirety by the learner, e.g., had SRV definition and responded to question about woman with baby doll | Answers illustrated the learner’s understanding of the concept(s) and incorporated reflection on the topic |
| Think Spot responses reflect content from the reading material | Submitted assignments did not reflect an understanding or application of the material in the book | Submitted assignments reflected learned had read, understood and applied the material in the book | Submitted assignments reflected exemplary learned effort in understanding and applying the material in the book |
| Think Spot responses reflect person-centered thinking | Learner’s responses/comments were general and did not reflect a basic understanding of person centered practices. (Using person first language, identifying gifts and talents rather than the needs of the person or agency, etc.) | Learner’s written responses/comments made reflect and understanding of the material taught in the on-line course, e.g., delineated the three roles Ben created and supported for Sean | Learner’s responses/comments reflect growth and insight throughout the progression of the course. |
| Responds to emails, texts or phone calls from coach within five business days of contact | Learner failed to respond to communication from the coach within five business days | Learned responded to all communication from the coach within five business days | Learner initiated contact with coach and sought assistance when necessary. |
| Participates in coaching sessions with intention and cooperation | Coach’s attempts at contact with the student were unsuccessful. | Learner responded to all requests from the coach within five business days | Learner initiated contact with the coach and demonstrated a desire to broaden their knowledge of the concepts discussed in the reading material and/or in class. |
| Completion of Learning Journey reflects Discovery effort | The learner’s work lacked focus on their learning partner’s talents and capacities, but focused more on the needs/deficits of their learning partner. The learner spoke in vague generalities that would apply to anyone. | The learner showed improvement in their understanding of ‘capacity thinking’ (discovering the talents, gifts, and capacities of the person and focusing on those) and identifies unique aspects of their learning partner | The learner’s work clearly demonstrated an understanding or ‘capacity thinking’ through the identification of unique talents, capacities, gifts, and strengths of their learning partner. |
| Development of ‘story’ for final assignment reflects effort and discovery process consistent with Community Access definition | The ‘story’ provided very basic information about the learning partner but lacked detail about the journey (as described in the book.) | The ‘story’ reflected the journey of the learner and their learning partner throughout this course. | The ‘story’ represented a learning process encountered by the learner and some future possibilities for relationships and connections for the learning partner. |
|  |  |  | **TOTAL** |