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| **Assessment Rubric For Key Skills For URBS 661 – Long Range and Strategic Planning**  ***Supports Program Competency 4: To articulate and apply a public service perspective***  ***Supports Mission Specific (MSp) Competency: Street Readiness*** | | | | | |
|  | Does not clearly articulate task/skill understanding or demonstrate ability to use skill  ***(NOT PROFICIENT Grade: C,D,F)*** | | Clearly articulates/demonstrates task/skill understanding and application at a basic level  ***(PROFICIENT, GRADE: B***) | | Clearly articulates/demonstrates skill that generates meaningful, applicable results  ***(HIGHLY PROFICIENT, GRADE: A)*** |
| **TASK/LEARNING OUTCOME** |  | |  | |  |
| Understand the difference between community visioning, goal-setting, and comprehensive planning, including the significance, uses and timing of each |  | |  | |  |
| Design a process for engaging the community in a comprehensive planning process |  | |  | |  |
| Know the structure, format, and methods used in producing a comprehensive plan |  | |  | |  |
| Develop skills in facilitating, reporting, and marketing a community’s strategic/comprehensive plan |  | |  | |  |
| Communication Skills |  | |  | |  |
| *Written* |  | |  | |  |
| *Oral* |  | |  | |  |
| *Community dialogue facilitation* |  | |  | |  |
| **NOTES and OBSERVATIONS:**  Assessment of key tasks and learning outcomes through written case study reports, written memos demonstrating applied skills, written assessment assignment, and a final writing assignment that demonstrates applied skills through writing a planning guide. | | | | | |
| INSTRUCTOR: | | COURSE/SECTION/MODALITY: | | | |
| STUDENT: | | | | DATE: | |
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