

## RUBRIC\* ASSESSMENT FOR NEIGHBORHOOD PORTFOLIO EXERCISE (NPE)

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	Task	Not Achieved**	Achieved	Superior	Exemplary
<p><b>1 RESEARCH AN ASSIGNED NEIGHBORHOOD</b></p> <p><i>Develop information about a neighborhood, including, but not limited to:</i></p> <ul style="list-style-type: none"> <li>• Demographics</li> <li>• Culture</li> <li>• Crime trends</li> <li>• Residents</li> <li>• Businesses</li> </ul>	<ul style="list-style-type: none"> <li>• Does not develop any information about a neighborhood.</li> <li>• Does not contact any residents, business owners, or community leaders.</li> <li>• Does not develop or determine any assets or resources for community problem-solving.</li> </ul>	<ul style="list-style-type: none"> <li>• Develops accurate information about a neighborhood.</li> <li>• Contacts at least two residents, two business owners, and one community leader.</li> <li>• Determines appropriate assets and resources for community problem-solving.</li> </ul>	<ul style="list-style-type: none"> <li>• Develops a thorough understanding of the neighborhood.</li> <li>• Contacts at least three residents, three business owners, and two community leaders.</li> <li>• Applies assets and resources to solve community problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Develops a thorough understanding of the neighborhood, analyzes issues, and evaluates police response.</li> <li>• Contacts four or more residents and business owners and 3 or more community leaders; establishes an ongoing working relationship.</li> <li>• Applies a variety of assets and resources to solve community problems; evaluates the results and modifies strategies for problem-solving.</li> </ul>	
<p><b>2 DELIVER A PRESENTATION TO THE BOARD OF EVALUATORS (BOE)</b></p> <p><i>Deliver your findings, solutions, actions, and results in a presentation not to exceed 20 minutes in duration.</i></p>	<ul style="list-style-type: none"> <li>• Does not make a presentation to the BOE.</li> <li>• Presentation does not conform to the 20-minute time limit.</li> <li>• Presents superficial or cursory information.</li> <li>• Presentation was disorganized and was difficult to hear or understand.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes an oral presentation to the BOE.</li> <li>• Presentation prepared and conforms to the 20-minute time limit.</li> <li>• Demonstrates knowledge and comprehension of the neighborhood researched.</li> <li>• Presents organized relevant information in a clear and concise manner; language and presentation format are appropriate for audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Supplements the oral presentation with original (not cut and paste) handout material.</li> <li>• Excellent presentation conforming to the 20-minute time limit.</li> <li>• Demonstrates comprehension of neighborhood issues and analysis of research.</li> <li>• Presents information clearly, making the subject matter interesting for the target audience, using practiced public speaking skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation makes excellent use of multi-media; appeals to a variety of learning styles.</li> <li>• Outstanding presentation conforming to the 20-minute time limit.</li> <li>• Presents research synthesized with competencies learned in PTP with evaluation of information, issues, and responses.</li> <li>• Presents project in a clear, concise manner; delivered a memorable message with information that fellow officers can use to their benefit; introduced contacts that can be developed and resources that they can access for their own problem-solving efforts.</li> </ul>	

\*Adapted from a document produced by the Richmond Police Department.

\*\*NOTE: Receiving a "Not Achieved" mark in any area of the NPE assessment will result in a failing evaluation mark for the assignment.

APPENDIX D *cont*

**RUBRIC ASSESSMENT FOR NEIGHBORHOOD PORTFOLIO EXERCISE (NPE)**

Task	Not Achieved	Achieved	Superior	Exemplary
<p><b>3 PREPARE A TYPED REPORT ABOUT YOUR RESEARCH</b></p> <p><i>Include your findings, contacts, neighborhood issues, actions, suggestions, or recommendations.</i></p> <p><i>The report is due at the outset of the BOE meeting.</i></p>	<ul style="list-style-type: none"> <li>• Does not complete a typed report, or report is not turned in on time.</li> <li>• Report has numerous spelling and grammatical errors.</li> <li>• Report does not address the task.</li> <li>• Report does not outline trainee’s suggestions, recommendations, or problem-solving actions.</li> <li>• Report has no relevant information.</li> </ul>	<ul style="list-style-type: none"> <li>• Report submitted on time.</li> <li>• Report is properly written with no more than two spelling or grammatical errors per page.</li> <li>• Report describes the neighborhood and details trainee’s observations and contacts.</li> <li>• Report describes the trainee’s suggestions and recommendations for problem-solving.</li> <li>• Report contains relevant information.</li> </ul>	<ul style="list-style-type: none"> <li>• Report submitted on time.</li> <li>• Report is well-crafted structurally and contains no more than one spelling or grammatical error.</li> <li>• Report provides detailed information about the neighborhood and includes analysis of concerns and issues.</li> <li>• Report articulates specific analysis and synthesis of problem-solving skills developed in PTO program.</li> <li>• Report contains interesting and relevant information, beneficial to peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Report contains relevant graphic data which supports research.</li> <li>• Report is well crafted structurally, containing no grammatical or spelling errors.</li> <li>• Report provides detailed information about the neighborhood, analysis of issues, and evaluation of police response.</li> <li>• Report contains analysis, synthesis, and evaluation of trainee’s problem-solving efforts.</li> <li>• Report contains relevant and interesting information, beneficial to the department or community at large.</li> </ul>
<p><b>4 EMOTIONAL INTELLIGENCE (EI) / SELF-AWARENESS</b></p> <p><i>Identify what you learned about yourself.</i></p> <p><i>Demonstrate your personal skills and service to the community through effective EI techniques.</i></p> <p><i>Continues</i></p>	<ul style="list-style-type: none"> <li>• No self-awareness regarding interpersonal relationships; negative personal impact on community members; no self-confidence in relation to communicating with community members while developing this portfolio; inability to be a part of the team.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates knowledge of self-awareness issues; accurate self-assessment regarding personal relationships; positive personal impact on community members; demonstrates self-confidence in communicating with community members while developing this portfolio.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzes and applies effective self-awareness skills through journaling, peer feedback, and introspection; positive personal impact on community and co-workers; accurate sense of self and self-confidence; synthesizes communication skills learned in PTO program while developing this portfolio.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluates and appropriately corrects responses to self-awareness issues learned through journaling, peer feedback, and introspection; consistent positive personal impact on public and coworkers; excellent sense of self and self-confidence in relation to communicating with community while developing this portfolio.</li> </ul>

## Rubric Assessment for Neighborhood Portfolio Exercise (NPE)

Task	Not Achieved	Achieved	Superior	Exemplary
<p><b>4</b> <i>Continued</i>  <b>EMOTIONAL INTELLIGENCE (EI) / SELF-AWARENESS</b></p> <p><i>Identify what you learned about yourself.</i></p> <p><i>Demonstrate your personal skills and service to the community through effective EI techniques.</i></p>	<ul style="list-style-type: none"> <li>Limited self-management skills demonstrated when dealing with the public; exhibits frustration, anger, impatience with members of the public and/or co-workers in developing contacts for the NPE; timid, non assertive, unwilling to engage subjects, suspects, or the general public.</li> <li>Limited social awareness; no sense of empathy; poor sense of service; misinterprets body language or conversation when developing the NPE; makes decisions without enough information.</li> <li>Limited relationship management; unable to motivate others; difficulty in developing positive relationships with members of the public; stifles creativity of others when developing this portfolio.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates knowledge of self-management skills (transparency, adaptability, initiative); maintains professional demeanor; demonstrates patience and compassion in developing public contacts for the NPE.</li> <li>Demonstrates knowledge of social awareness skills; demonstrates empathetic behavior; demonstrates comprehension of sense of service; recognizes body language cues when developing the NPE.</li> <li>Demonstrates knowledge of relationship management; demonstrates effective conflict resolution, effective communication, teamwork, and collaboration in developing the NPE.</li> </ul>	<ul style="list-style-type: none"> <li>Analyzes and applies effective self-management skills (transparency, adaptability, initiative); maintains professional demeanor; impacts the attitudes of others by demonstrating patience and compassion in developing public contacts for the NPE.</li> <li>Analyzes and applies effective social awareness skills; analyzes empathetic behavior and organizational awareness and concept of service; analyzes and applies body language and non-verbal cues when developing the NPE.</li> <li>Analyzes and applies effective relationship management through leadership, effective communication, conflict resolution, teamwork, and collaboration in developing the NPE.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluates and improves self-management skills; improves transparency, adaptability and initiative; leaves a memorable and positive impression on members of the public and coworkers in developing contacts for the NPE.</li> <li>Evaluates and improves social awareness skills learned through empathy and organizational awareness; evaluates sense of service; evaluates and modifies behavior based upon comprehension of body language and non-verbal cues in developing the NPE; willing to listen.</li> <li>Evaluates and improves relationship management skills learned through leadership, effective communication, conflict resolution, teamwork, and collaboration; inspires creativity in others while developing the NPE.</li> </ul>