|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Assignment Criteria | A (100%)ExceptionalOutstanding or highest level of performance | B (88%)ExceedsVery good or high level of performance | C (80%)MeetsCompetent or satisfactory level of performance | NI (38%)Needs ImprovementPoor or failing level of performance | F (0%)DevelopingUnsatisfactory level of performance |
| Introduction of Student, Individual Being Assessed and Purpose of Assessment30 points[view description:]Introduce self to individual and state purpose of TCN Assessment. Ask individual to introduce self or student introduces individual. States purpose of assessment. | Introduces self to individual and thoroughly states purpose of assessment.Individual introduces self or student introduces individual.30 points [ ]  | Introduces self and individual and briefly states purpose of assessment.26 points [ ]  | States purpose of assessment but fails to introduce self or individual.24 points [ ]  | Incorrectly states purpose of the assessment.11 points [ ]  | Fails to introduce self, individual, or state purpose of assessment.0 points [ ]  |
| Individual Gives Permission for Assessment15 points[view description]Ensure that individual states willingness to assessment or student validates willingness. Student explains that the individual can refuse to answer questions or stop assessment at any time. Individual acknowledges. | Ensures that individual states willingness to be assessed or student validates willingness. Explains that individual may refuse to answer questions and may stop the assessment at any time.15 points [ ]  | Asks individual to state willingness to be assessed. Does not give a complete explanation to the individual. Explains that individual may refuse to answer questions and may stop the assessment at any time.13 points [ ]  | Asks individual to state willingness to be assessed. Does not convey what explanation was given to individual. Explains that individual may refuse to answer and may stop the assessment at any time.12 points [ ]  | Does not validate individual’s willingness to be assessed OR does not explain that the individual can refuse to answer questions or stop the assessment at any time.6 points [ ]  | Does not validate individual’s willingness to be assessed AND does not explain that the individual can refuse to answer questions or stop the assessment at any time.0 points [ ]  |
| Professionalism/ Organization45 points[view description]Perform assessment in a professional and organized fashion moving from one primary question to follow-up questions covering categories as appropriate. | Conducts an in-depth assessment in a professional and organized fashion moving from one primary question to follow-up questions that cover five (5) categories as appropriate. Categories are distinct.45 points [ ]  | Conducts an assessment in a professional and organized fashion moving from one primary question to follow-up questions covering four (4) categories as appropriate. Categories are distinct. 40 points [ ]  | Somewhat disorganized but eventually covers primary questions and follow up questions. Three (3) categories. 36 points [ ]  | Only covers two categories, or fails to mention follow-up questions. Categories are distinct.17 points [ ]  | Assessment is disorganized and primary and follow-up questions are not addressed. Categories are NOT distinct.0 points [ ]  |
| Responsiveness and Guidance30 points[view description]Respond to comments of individual that facilitates further discussion moving from one primary to follow up questions for clarification. Guides the assessment so that maximum information about the categories is obtained. | Thoroughly responds to comments of individual that facilitates further discussion moving from one primary to follow up question/s for clarification.Guides assessment so that maximum information about culture of origin and five (5) categories are stated. 30 points [ ]  | Generally responds to comments of individual but fails to facilitate further discussion while moving from one primary to follow up question/s for clarification. Somewhat guides assessment but only four (4) categories are stated.26 points [ ]  | Briefly responds to comments of individual. The culture of origin is not clearly stated. Individual guides discussion.24 points [ ]  | Briefly responds to the comments of the individual.11 points [ ]  | Does not respond to comments of individual and discussion is not progressive, which leaves unanswered questions.0 points [ ]  |
| Interest/ courtesy/ respect30 points[view description]Responses indicate genuine interest, courtesy and respect of individual and culture of origin. | Responses completely indicate genuine interest, courtesy and respect of individual and culture of origin and shows evidence that student has done research on the culture of origin. Shows courtesy and respect to the individual by not interrupting, by indicating active listening, and expressing thanks to the individual for willingness to participate.30 points [ ]  | Responses mostly indicate interest, courtesy and respect of individual and culture of origin and indicates some evidence that student has done research on the culture of origin. Shows respect for the individual and expresses thanks for willingness to participate.26 points [ ]  | Responses rarely indicate interest, courtesy and respect of individual and culture of origin OR indicates evidence that student has done research on the culture of origin. Shows respect for the individual, but may forgot to express thanks for willingness to participate.24 points [ ]  | Does not state reasons for asking questions.11 points [ ]  | Responses show disrespect for the individual including interrupting the conversation, and failing to express thanks for willingness to participate.0 points [ ]  |
| Course Project Reflections100 points[view description]Explain what was learned from the course project (Miles 1, 2 & 3) process. Is specific reflecting on statements made during the actual assessment but not repeating answers. Explain how information gleaned from course project and assessment will impact nursing practice when nurse is responsible for the care of another individual from the individual’s culture of origin. Explains how culture impacts healthcare individual receives. | Thoroughly explains what was learned from Course Project (Miles 1, 2 & 3) Reflects on statements made during assessment but not repeating answers; and how information gleaned from assessment will impact personal nursing practice when responsible for nursing care of another individual from the individual’s culture of origin, and how culture impacts healthcare that individual receives.100 points [ ]  | Generally explains what was learned from Course Project but unclear to which Milestone student is referring. Reflects on statements made during assessment, but not repeating answers; and how information gleaned from assessment will impact personal nursing practice when responsible for nursing care of another individual from the individual’s culture of origin but not how culture impacts healthcare that individual receives.88 points [ ]  | Somewhat explains what was learned from Course Project but unclear to which Milestone student is referring. Reflects on statements made during assessment, but not repeating answers. Does not describe how information gleaned from assessment will impact personal nursing practice when responsible for nursing care of another individual from the individual’s culture of origin OR how culture impacts healthcare that individual receives.80 points [ ]  | Does not explain what was learned from Course Project Briefly explains what was learned from assessment reflecting on: statements made, but not repeating answers; but fails to mention how information gleaned will impact personal nursing practice AND how culture impacts healthcare that individual receives.38 points [ ]  | Does not explain what was learned from Course Project. Fails to explain what was learned from the assessment, and fails to mention how information gleaned will impact nursing practice.0 points [ ]  |
| Documentation of Assessment & Mechanics50 points[view description]Template mechanics have correct formatting with minimal errors of the following:- correct grammar and spelling using complete sentences that are free to reader. | Excellent template mechanics have correct formatting with minimal errors of the following:- correct grammar and spelling using complete sentences that are clear to reader. Template accurately captures the TCN Assessment and Course Project Reflections. Name of student, name of instructor, date, time and place of assessment as well as initials and workable phone number or Email address of individual are present. Include country/culture of origin and career/job title.50 points [ ]  | Good template mechanics and formatting considering the elements listed in the first column.Submits a mostly edited template. Template is missing 2 items (not contact information) 44 points [ ]  | Fair template mechanics and formatting considering the elements listed in the first column. Template is missing 3 items (not contact information)40 points [ ]  | Poor template mechanics and formatting considering the elements listed in the first column. Template is missing 4 items (not contact information).19 points [ ]  | Very poor template mechanics and formatting considering the elements listed in the first column so that assignment is difficult to read.Template is missing 4 items and/or Fails to include accurate information for instructor to contact individual who was assessed.0 points [ ]  |
| Total Points Possible = 300 points |