

Assessment Rubric for the DV Trainings

Below is a basic outline of how the training facilitators will be assessing each student's performance based on five basic categories of core competencies. There is no final exam or letter grade: **assessment is based on ongoing performance on a Pass/No Pass basis**. A student's assessment is confidential and will not be shared with other students.

- Satisfactory and/or Excellent in all five categories: Pass
- Satisfactory and/or Excellent in four categories: final evaluation pending outcome of extra tutoring with one of the facilitators
- Unsatisfactory in two or more categories: No Pass

“Unsatisfactory”

Certification at the end of the training is not guaranteed. A student that scores “Unsatisfactory” in one category but at least “Satisfactory” in the other four categories may still earn their certification if they engage in one-on-one additional tutoring with one of the facilitators and successfully improve the core competency in question.

Scoring “Unsatisfactory” in two or more categories means that a student will not be able to earn certification. Depending on the context for why they scored Unsatisfactory in two or more areas, the student may be eligible to try again in a future round of training at the discretion of the facilitator. If a student chooses to try again and receives permission from the facilitator to do so, it will be treated as a wholly new attempt; they will not receive credit for prior work done.

	Excellent	Satisfactory	Unsatisfactory
Understanding of DV Concepts	Student demonstrates a thorough understanding of the definition of DV, the cycle of violence, the P&C wheel, and the relationship spectrum. Student	Student demonstrates an appropriately strong understanding of the definition of DV, the cycle of violence, the P&C wheel, and the relationship spectrum. Student demonstrates nuanced understanding	Student demonstrates difficulty in understanding the definition of DV, the cycle of violence, the P&C wheel, and/or the relationship spectrum. Student does not demonstrate a nuanced

	demonstrates nuanced understanding of complex DV scenarios.	of complex DV scenarios.	understanding of complex DV scenarios.
Application of DV Concepts	Student is able to offer thoughtful examples of how theoretical and abstract concepts about gender-based violence can apply across a wide range of scenarios and intersectional identities/lived experiences.	Student is able to offer thoughtful examples of how theoretical and abstract concepts about gender-based violence can apply across a fair range of common scenarios and intersectional identities/lived experiences.	Student struggles to provide thoughtful examples of how theoretical and abstract concepts about gender-based violence can apply across a fair range of common scenarios or intersectional identities/lived experiences.
Application of Peer Counseling Principles/Techniques	Student is able to offer thoughtful examples of how theoretical and abstract concepts about trauma-informed care can apply across a wide range of scenarios. Student demonstrates cultural responsiveness to marginalized identities and awareness of own limitations and biases.	Student is able to offer thoughtful examples of how theoretical and abstract concepts about trauma-informed care can apply across a fair range of common scenarios. Student demonstrates cultural responsiveness to marginalized identities and awareness of own limitations and biases.	Student struggles to offer thoughtful examples of how theoretical and abstract concepts about trauma-informed care can apply across a fair range of common scenarios. Student does not demonstrate cultural responsiveness to marginalized communities and/or awareness of own limitations and biases.
Professional Ethics	Student demonstrates a strong understanding of their personal	Student demonstrates a thoughtful understanding of their personal ethical	Student does not demonstrate a thoughtful understanding of their personal ethical

	ethical framework in service provision as well as how to apply that framework.	framework in service provision as well as how to apply that framework.	framework in service provision as well as how to apply that framework. Student struggles with challenging their personal perspective.
Class Conduct	Student engages with facilitator and fellow students with respect, both verbally and in writing. Student honors the mission, values, and statement of inclusion. Student is consistently on time with homework and live session attendance. All homework questions have been submitted prior to the final live session.	Student engages with facilitator and fellow students with respect, both verbally and in writing. Student honors the mission, values, and statement of inclusion. Student is mostly on time with homework and live session attendance. All homework questions have been submitted prior to the final live session.	Student has been disrespectful with facilitator and/or fellow students, either verbally and in writing. Student has not honored the mission, values, and statement of inclusion. Student has been repeatedly late with homework and live session attendance without prior discussion with facilitator on extenuating circumstances. Not all homework questions have been submitted prior to final live session.