

Grid 1. Rubric for assessment

LEARNING OUTCOMES	EVIDENCE OF LEARNING OUTCOMES	INDICATORS ASSESSMENT CRITERIA	LEVELS	DESCRIPTORS The student is able to:
<p>Detect and organize users' social and health data</p>	<p>PRODUCT / card</p>	<p><i>completeness of the data collected and the relevance of the data selected / organized for specific needs</i></p>	<p>Level 4</p>	<p>To detect a wide range of socio-health data, identifying the appropriateness for their needs. Organize the data and justify its selection, explaining the reasons for its choices.</p>
			<p>Level 3</p>	<p>To detect a wide range of data and select the most relevant ones, clearly identifying their needs</p>
			<p>Level 2</p>	<p>To detect a series of data and select the most relevant ones, according to your needs.</p>
			<p>Level 1</p>	<p>To identify the main socio-health data and select the most relevant ones for your needs</p>
			<p>Under Threshold</p>	<p>Detection of limited data. Selection and organization not suitable or incorrect.</p>
	<p>PROCESS</p>	<p><i>adequacy of the methodological steps used for the survey; and the correctness in the use of detection and organization techniques specific</i></p>	<p>Level 4</p>	<p>The student is able to: carry out the survey by correctly following all the methodological steps; correctly use a plurality of techniques, even advanced ones, respecting the application criteria</p>

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		<i>to the specific sector.</i>	Level 3	To carry out the survey by correctly following all the methodological steps; use a variety of techniques respecting the application criteria
			Level 2	To carry out the survey by correctly following all the methodological steps; use the main techniques respecting the application criteria
			Level 1	To carry out the survey by correctly following the main methodological steps; use the basic techniques respecting the main application criteria
			Under Threshold	Incorrect methodological steps: techniques used unsuitable or used inappropriately.
Design an individual intervention by applying knowledge of human behavior and the social environment and other multidisciplinary theoretical-	PRODUCT (individualized project)	<i>Robustness of the multidisciplinary theoretical-methodological framework used; congruence between techniques and intervention tools, normative references indentured in the intervention with</i>	Level 4	Designing an individual intervention based on a theoretical-methodological framework that integrates the approaches of a plurality of knowledge domains; in which the techniques / instruments of intervention are specifically related to each of the objectives, appropriate to their achievement,

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methodological frameworks		<i>respect to the objectives that the same aims to achieve.</i>	Level 3	Design an individual intervention based on a theoretical-methodological framework that integrates the approaches of the main knowledge domains and in which the techniques / tools of intervention are linked to the objectives and appropriate to their achievement.
			Level 2	Design an individual intervention based on a theoretical-methodological framework that considers the approaches of some knowledge domains without integrating them but presenting them as de-structured / summation, and where the techniques / tools of intervention are linked to the main objectives of the project and adapted to their achievement
			Level 1	Design an individual intervention based on an essential theoretical-methodological framework, and in which the techniques / tools of intervention are linked to the main objectives of the project and adapted to their achievement

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			Under Threshold	Project without valid theoretical-methodological references; techniques and intervention tools contained in the project not congruent with the objectives of the project.
	Sectoral language (used in the individualized project)	<i>Clarity and vastness (wealth) of the technical-professional sectoral language</i>	Level 4	Use a structured language that connects all the specialized languages of the knowledge domains considered for the drafting of the project (eg: psychology, hygiene and medical health culture, social-health legislation, etc.), clear from an informative / communicative point of view in each passage
			Level 3	Use a structured language that connects specialized languages of most of the knowledge domains involved in the drafting of the project, and overall clear from an information / communication point of view
			Level 2	Use a language that connects specialized languages of some of the knowledge domains involved in the drafting of the project, and clear in the

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				transmission of primary content and information
			Level 1	Use a basic and clear language in the transmission of primary content and information
			Under Threshold	Poor and unclear language.