### Task 1: Research an Assigned Neighborhood

**Develop information about a neighborhood, including, but not limited to:**
- Demographics
- Culture
- Crime trends
- Residents
- Businesses

#### Not Achieved**
- Does not develop any information about a neighborhood.
- Does not contact any residents, business owners, or community leaders.
- Does not develop or determine any assets or resources for community problem-solving.

#### Achieved
- Develops accurate information about a neighborhood.
- Contacts at least two residents, two business owners, and one community leader.
- Determines appropriate assets and resources for community problem-solving.

#### Superior
- Develops a thorough understanding of the neighborhood.
- Contacts at least three residents, three business owners, and two community leaders.
- Applies assets and resources to solve community problems.

#### Exemplary
- Develops a thorough understanding of the neighborhood, analyzes issues, and evaluates police response.
- Contacts four or more residents and business owners and 3 or more community leaders; establishes an ongoing working relationship.
- Applies a variety of assets and resources to solve community problems; evaluates the results and modifies strategies for problem-solving.

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### Task 2: Deliver a Presentation to the Board of Evaluators (BOE)

**Deliver your findings, solutions, actions, and results in a presentation not to exceed 20 minutes in duration.**

#### Not Achieved**
- Does not make a presentation to the BOE.
- Presentation does not conform to the 20-minute time limit.
- Presents superficial or cursory information.
- Presentation was disorganized and was difficult to hear or understand.

#### Achieved
- Makes an oral presentation to the BOE.
- Presentation prepared and conforms to the 20-minute time limit.
- Demonstrates knowledge and comprehension of the neighborhood researched.
- Presents organized relevant information in a clear and concise manner; language and presentation format are appropriate for audience.

#### Superior
- Supplements the oral presentation with original (not cut and paste) handout material.
- Excellent presentation conforming to the 20-minute time limit.
- Demonstrates comprehension of neighborhood issues and analysis of research.
- Presents information clearly, making the subject matter interesting for the target audience, using practiced public speaking skills.

#### Exemplary
- Presentation makes excellent use of multimedia; appeals to a variety of learning styles.
- Outstanding presentation conforming to the 20-minute time limit.
- Presents research synthesized with competencies learned in PTP with evaluation of information, issues, and responses.
- 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.

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*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)**

<table>
<thead>
<tr>
<th>Task</th>
<th>Not Achieved</th>
<th>Achieved</th>
<th>Superior</th>
<th>Exemplary</th>
</tr>
</thead>
</table>
| 3 PREPARE A TYPED REPORT ABOUT YOUR RESEARCH | • Does not complete a typed report, or report is not turned in on time.  
• Report has numerous spelling and grammatical errors.  
• Report does not address the task.  
• Report does not outline trainee’s suggestions, recommendations, or problem-solving actions.  
• Report has no relevant information. | • Report submitted on time.  
• Report is properly written with no more than two spelling or grammatical errors per page.  
• Report describes the neighborhood and details trainee’s observations and contacts.  
• Report describes the trainee’s suggestions and recommendations for problem-solving.  
• Report contains relevant information. | • Report submitted on time.  
• Report is well-crafted structurally and contains no more than one spelling or grammatical error.  
• Report provides detailed information about the neighborhood and includes analysis of concerns and issues.  
• Report articulates specific analysis and synthesis of problem-solving skills developed in PTO program.  
• Report contains interesting and relevant information, beneficial to peers. | • Report contains relevant graphic data which supports research.  
• Report is well crafted structurally, containing no grammatical or spelling errors.  
• Report provides detailed information about the neighborhood, analysis of issues, and evaluation of police response.  
• Report contains analysis, synthesis, and evaluation of trainee’s problem-solving efforts.  
• Report contains relevant and interesting information, beneficial to the department or community at large. |

**EMOTIONAL INTELLIGENCE (EI) / SELF-AWARENESS**

Identify what you learned about yourself.

Demonstrate your personal skills and service to the community through effective EI techniques.

<table>
<thead>
<tr>
<th>Task</th>
<th>Not Achieved</th>
<th>Achieved</th>
<th>Superior</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 EMOTIONAL INTELLIGENCE (EI) / SELF-AWARENESS</td>
<td>• 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.</td>
<td>• 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.</td>
<td>• 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.</td>
<td>• 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.</td>
</tr>
</tbody>
</table>

The report is due at the outset of the BOE meeting.
### Rubric Assessment for Neighborhood Portfolio Exercise (NPE)

#### Task 4

**Emotional Intelligence (EI) / Self-Awareness**

Identify what you learned about yourself.

Demonstrate your personal skills and service to the community through effective EI techniques.

<table>
<thead>
<tr>
<th>Task</th>
<th>Not Achieved</th>
<th>Achieved</th>
<th>Superior</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>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.</td>
<td>Demonstrates knowledge of self-management skills (transparency, adaptability, initiative); maintains professional demeanor; demonstrates patience and compassion in developing public contacts for the NPE.</td>
<td>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.</td>
<td>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.</td>
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<tr>
<td></td>
<td>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.</td>
<td>Demonstrates knowledge of social awareness skills; demonstrates empathetic behavior; demonstrates comprehension of sense of service; recognizes body language cues when developing the NPE.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td>Demonstrates knowledge of relationship management; demonstrates effective conflict resolution, effective communication, teamwork, and collaboration in developing the NPE.</td>
<td>Analyzes and applies effective relationship management through leadership, effective communication, conflict resolution, teamwork, and collaboration in developing the NPE.</td>
<td>Evaluates and improves relationship management skills learned through leadership, effective communication, conflict resolution, teamwork, and collaboration; inspires creativity in others while developing the NPE.</td>
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</tbody>
</table>