

**Southern Connecticut State University - Department of Communication Disorders
CMD 564 DIAGNOSTIC PRACTICUM CLINICAL GRADING SHEET**

SUPERVISOR _____ STUDENT _____ SEMESTER _____ YEAR _____

<i>COMPETENCY INDICATORS</i>	<i>RELATED ASHA STANDARDS</i>	<i>MIDTERM RATING</i>	<i>FINAL RATING</i>
<i>PLANNING</i>			
Gathers / reviews case information prior to supervised planning meeting	III D; IV G 1-b		
Identifies key diagnostic issues	III B, C, D, F; IV G 1-c		
Selects tests and procedures related to identified issues	III B, C, D, E, G; IV G 1-a,c		
Reviews/familiarizes self with tests prior to evaluation	III B, C, D, E, G; IV G 1-a,c		
<i>INTERVIEW/COUNSELING</i>			
Questions are appropriate to case	III D; IV B, G 3-a		
Uses appropriate interview / counseling techniques	III D; IV B, G 3-a		
Responsive to client's/family's linguistic and cultural style during interview and/or post-evaluation counseling	III D; IV B, F; G 3-a		
<i>EVALUATION SESSION</i>			
Works to establish a supportive rapport with client/family	III D; IV B, G 3-a		
Effectively organizes environment and materials	IV G 1-c,d		
Administers assessment procedures correctly	III D; IV B, G 1-c		
Records data accurately and unobtrusively	III D; IV G 1-c		
Maintains appropriate flexibility in implementing assessment tasks	III D; IV G 1-d, 3-a		
Engages in "on-line" analysis of emerging assessment information	III D; IV G 1-e		
Provides appropriate instructions and reinforcement to client during evaluation.	III C, D; IV B, G 1-e, 3-a,c		
Articulates initial diagnostic conclusions at end of session	III D; IV G 1-e		
Conveys initial findings to client in a clear and concise manner	III D; IV B, F; G 3-a		

Please complete reverse side

DATA ANALYSIS / REPORT WRITING	RELATED ASHA STANDARDS	MIDTERM RATING	FINAL RATING
Correct report format, including grammar, spelling, composition	IV B, G 1-f		
Appropriate use/avoidance of professional jargon	IV B, G 1-f, 3-a		
Succinct summary of pertinent background information and test conditions	IV B, G 1-b,f		
Clearly describes test procedures and their rationale	IV B, G 1-f		
Clearly summarizes all test scores and observational data	IV G 1-f		
Interprets standardized and non-standardized data accurately	III B, C, D, E F; IV G 1-e,f		
Integrates all assessment information to draw logical conclusions	III A, B, C, F; IV B, G 1-e,f		
Addresses all issues raised during evaluation	IV G 1-e,f		
Clearly states prognosis logically related to findings.	III A, B, C; IV B, G 1-e,f		
Makes appropriate recommendations based on conclusions	III A, B, C; IV B, G 1-f,g		
Submits written reports and relevant materials by specified due dates	III E; IV G 1-d, f	YES or NO	YES or NO
TOTAL AVERAGE SCORE			

62a

Competency Rating*: 5.0 = Demonstrates behavior independently or with minimal guidance
 4.0 = Demonstrates behavior with general level of guidance from supervisor
 3.0 = Demonstrates behavior with specific guidance from supervisor
 2.0 = Demonstrates behavior with excessive and repeated instruction from supervisor
 1.0 = Fails to demonstrates behavior regardless of amount of supervision
**Decimal fractions may be used (e.g. 3.5, 4.7, etc.)*

Final Grade Scale**:

4.8 - 5.0 A+	3.9 - 3.7 B+	**Final grade may be adjusted by supervisor based on additional factors discussed with student
4.7 - 4.4 A	3.6 - 3.4 B	
4.3 - 4.0 A-	3.3 - 3.0 B-	
2.9 - 2.5 C		
< 2.5 F		

Midterm Review:
 Supervisor's Signature: _____ Date: _____ Student Signature: _____ Date: _____

Final Review:
 Supervisor's Signature: _____ Date: _____ Student Signature: _____ Date: _____

