



## **Speech Language Pathology Services Program**

*Signature Assignment for CD 669A-L*

*Clinical Diagnostic Report*

### **Student Learning Outcome(s) Assessed:**

SLO #2: Candidates can write professional clinical reports, research papers, and documentation using organized structure and accurate content.

SLO #4: Candidates can administer and interpret appropriate measures to diagnose communication disorders.

SLO #5: Candidates can write and implement clear and effective intervention plans, with measurable and achievable goals.

### **Description of the Signature Assignment**

The *Clinical Diagnostic Report* is a pre-professional report required by candidates in each of the six on-campus clinics. The report presents the results of the comprehensive assessment conducted by the candidate to identify the presence/absence of a communication disorder, and if present, would include the effects the disorder could have on the individual and the actions recommended.

### **Directions for Students**

N/A

**CD669 A-L: Writing Rubric for Clinical Diagnostic Report**

CATEGORY	Exceeds Expectations 4	Meets Expectations 3	Marginal 2	Unacceptable 1	Score
<b>I. Mechanics: Form</b> (Organization & Syntax)	<ul style="list-style-type: none"> <li>❖ Accurately and completely reported ALL relevant areas of a professional assessment report</li> <li>❖ Well organized arrangement of topics</li> <li>❖ Clear summations within all topic areas</li> <li>❖ Sophisticated sentences; word choices are apt and varied</li> </ul>	<ul style="list-style-type: none"> <li>❖ Accurately and completely reported most relevant areas of a professional assessment report</li> <li>❖ Generally organized arrangement of topics</li> <li>❖ Acceptable summations within most topic areas</li> <li>❖ Varies sentences effectively; word choices are adequately varied and appropriate</li> </ul>	<ul style="list-style-type: none"> <li>❖ Missing relevant areas of a professional assessment report</li> <li>❖ Lacks organized arrangement of topics</li> <li>❖ Unacceptable summations within TWO OR MORE topic areas</li> <li>❖ Marginal sentence variety; word choices lack variety and often inappropriate</li> </ul>	<ul style="list-style-type: none"> <li>❖ Little or no inclusion of relevant areas of a professional assessment report</li> <li>❖ Disorganized arrangement of topic areas</li> <li>❖ Lacks summations within all topic areas</li> <li>❖ Poor &amp;/or unvaried sentence construction; word choices poor and without variety</li> </ul>	
<b>II. Mechanics: Usage</b> (Intended Reader & Grammar, Spelling & Punctuation)	<ul style="list-style-type: none"> <li>❖ Written language is appropriate for audience or implied reader</li> <li>❖ Perfect or near-perfect grammar, punctuation, and spelling</li> </ul>	<ul style="list-style-type: none"> <li>❖ Written language is generally appropriate for audience or implied reader</li> <li>❖ Adequate grammar, punctuation, and spelling</li> </ul>	<ul style="list-style-type: none"> <li>❖ Written language is marginally appropriate for audience or implied reader</li> <li>❖ Inadequate grammar, punctuation, and spelling</li> </ul>	<ul style="list-style-type: none"> <li>❖ Written language is inappropriate for audience or implied reader</li> <li>❖ Poor grammar, punctuation, and spelling</li> </ul>	
<b>III. Content</b> (Analysis)	<ul style="list-style-type: none"> <li>❖ Strong evidence of critical thinking skills</li> <li>❖ Fully integrates connections between client profile and test measures to determine clients strengths and needs</li> </ul>	<ul style="list-style-type: none"> <li>❖ Good evidence of critical thinking skills</li> <li>❖ Adequately integrates connections between client profile and test measures to determine clients strengths and needs</li> </ul>	<ul style="list-style-type: none"> <li>❖ Little evidence of critical thinking skills</li> <li>❖ Marginally integrates connections between client profile and test measures to determine clients strengths and needs</li> </ul>	<ul style="list-style-type: none"> <li>❖ No evidence of critical thinking skills</li> <li>❖ Fails to integrate connections between client profile and test measures to determine clients strengths and needs</li> </ul>	
<b>IV. Content</b> (Interpretation & Judgment)	<ul style="list-style-type: none"> <li>❖ Information and evidence are accurate, appropriate and integrated effectively</li> <li>❖ Independent thinking solid and evident</li> <li>❖ Interpretation of assessment results is insightful</li> <li>❖ Recommendations are appropriate and indicated from analysis of assessment in its entirety</li> </ul>	<ul style="list-style-type: none"> <li>❖ Information and evidence is generally accurate, appropriate and integrated</li> <li>❖ Good evidence of Independent thinking</li> <li>❖ Interpretation of assessment results is adequate</li> <li>❖ Recommendations are generally appropriate and indicated from analysis of assessment in its entirety</li> </ul>	<ul style="list-style-type: none"> <li>❖ Information and evidence are only marginally accurate, appropriate and integrated</li> <li>❖ Little evidence of independent thinking</li> <li>❖ Inconsistent interpretation of assessment results</li> <li>❖ Recommendations are marginally appropriate and indicated from analysis of assessment in its entirety</li> </ul>	<ul style="list-style-type: none"> <li>❖ Lack of an appropriate critique</li> <li>❖ Information and evidence are inaccurate, inappropriate and not integrated</li> <li>❖ Independent thinking absent</li> <li>❖ Misinterpretation of assessment results</li> <li>❖ Recommendations are inappropriate and counter-indicated from analysis of assessment in its entirety</li> </ul>	

**Category:**

- I. 10% x** \_\_\_\_\_
- II. 10% x** \_\_\_\_\_
- III. 40% x** \_\_\_\_\_
- IV. 40% x** \_\_\_\_\_

**Instructions to Score Clinical Diagnostic Report:** [Multiply percentage by score earned in each category

(i.e., 4,3,2,1). Add I-IV for Total Score]

**TOTAL I-IV** \_\_\_\_\_ **/4.0 Possible**

## Legend

<b>Using Scale Above</b>	<b>College of Education Assessment Scale Equivalent</b>
3.1-4.0	4 (Exceeds Expectations)
2.1-3.0	3 (Meets Expectations)
1.1-2.0	2 (Meets Some Expectations)
.1-1.0	1 (Does Not Meet Expectations)
	0 (Can't Score)