

Complex Patient

Grading Template for Written Cases

Rubric for Case Analysis (Final draft) (Total points available = 25)

created & used by Emily Hixon in an Intro to Ed. Psych. course

	Needs Improvement (1)	Satisfactory (3)	Excellent (5)	Total
Thoroughness/ considers whole patient	Provides incomplete data for the History, Systems Review, Summary, Problem List, Short-term Goals, Long-term Goals, Interventions & Functional Tests.	All data are present, but responses are not very thorough	Provides well thought-out, complete and detailed data.	
Coherency/ Logical Argument	Little evidence of a cohesive plan for selected objective and functional Tests. Ideas seem scrambled and/or disconnected.	Ideas presented lack some clarity for selected objective and functional Tests. Presents basic information but has extraneous material.	Ideas are well-organized and presented concisely to formulate a logical argument for selected objective and functional Tests.	
Critical Thinking	Little or no evidence of critical thinking. Does not adequately analyze case material or make connections to class material.	Limited evidence of critical thinking. Does some but not all of the things listed to the right.	Clear evidence of critical thinking. Critically analyzes information in case, considers multiple points of view, makes connections to class material.	
Support/ Justification	Provides little or no rationale for selected Interventions / Exercises. Makes no references to text, outside research, personal experience.	Provides limited rationale for selected Interventions / Exercises. Makes minimal references to text, outside research, personal experience.	Provides adequate rationale for selected Interventions / Exercises. References text, outside research, personal experience for all claims.	
Spelling/ Grammar	Numerous spelling and/or grammar errors that interfere with comprehension of message.	Some spelling and/or grammar errors.	Grammatically correct and free of spelling errors.	
Total				

Grading Template for Presentations
Presentation Rubric (Total points available = 15)

	1	1.5	2	3	total
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	
Subject Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	
Graphics and Slides	Student uses superfluous graphics or no graphics.	Student uses graphics that rarely support text and presentation.	Student's graphics relate to and support text and presentation.	Student's graphics explain and reinforce screen text and presentation.	
Text and Slides	Student's presentation has four or more spelling errors and/or grammatical errors. Text size/word count inappropriate	Presentation has three misspellings and/or grammatical errors. Text size/word count vary from appropriate to inappropriate	Presentation has no more than two misspellings and/or grammatical errors. Text size/word count allow for visibility	Presentation has no misspellings or grammatical errors. Text size/word count allow for excellent visibility	
Eye Contact	Student reads all of report with no eye contact.	Student occasionally uses eye contact, but still reads most of report.	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.	
Elocution	Student mumbles, regularly mispronounces terms, and speaks too quietly for students in the back of class to hear.	Student's voice is low. Student mispronounces some terms. Audience occasionally has difficulty hearing.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	
Total					

Comments:

(% will be used to be specific to total points of value)

Research Paper Rubric

Category	Exceeds Standard	Meets Standard	Nearly Meets Standard	Does Not Meet Standard	No Evidence	Score
Title Page/Abstract	Title, Your Name, Teacher's Name, Course Period, Date, Neatly finished-no errors	Evidence of 4	Evidence of 3	Evidence of 2 or less	absent	
Introduction/Problem/Background	The introduction is engaging, states the main topic and previews the structure of the paper.	The introduction states the main topic and previews the structure of the paper.	The introduction states the main topic but does not adequately preview the structure of the paper.	There is no clear introduction or main topic and the structure of the paper is missing.	Absent, no evidence	
Hypothesis/Purpose	Clearly and concisely states the paper's purpose in a single sentence, which is engaging, and thought provoking.	Clearly states the paper's purpose in a single sentence.	States the paper's purpose in a single sentence.	Incomplete and/or unfocused	Absent, no evidence.	
Method/Subjects/Materials/Procedures Data analysis	Writer demonstrates logical and subtle sequencing of ideas through well-developed paragraphs; transitions are used to enhance organization. Analysis is described clearly and is correct.	Paragraph development present but not perfected. Analysis is correct.	Logical organization, but organization of ideas not fully developed. Analysis is not clear and may have errors.	No evidence of structure or organization. Analysis is incorrect.	N/A	
Results/Discussion	Results are clearly displayed. Each paragraph has thoughtful supporting detail sentences that develop the main idea.	Results are displayed. Each paragraph has sufficient supporting detail sentences that develop the main idea.	Most results are displayed, but some omitted. Each paragraph has supporting details, but some are insufficient.	Results displayed haphazardly. Each paragraph fails to develop the main idea.	N/A	
Conclusion	The conclusion is engaging and restates the purpose.	The conclusion restates the purpose.	The conclusion does not adequately restate the purpose.	Incomplete and/or unfocused	Absent	
Spelling/Grammar/Punctuation/Structure	No errors in punctuation, capitalization and spelling. No errors in sentence structure and word usage.	Almost no errors in punctuation, capitalization and spelling. Almost no errors in sentence structure and word usage.	Many errors in punctuation, capitalization and spelling. Many errors in sentence structure and word usage.	Numerous and distracting errors in punctuation, capitalization and spelling, sentence structure and word usage.	N/A	
Use of evidence	All cited works, both text and visual, are done in the correct format with no errors.	Some cited works, both text and visual, are done in the correct format. Inconsistencies evident.	Few cited works, both text and visual, are done in the correct format.	Absent	N/A	
References	Done in the correct format with no errors. Includes appropriate types of citations.	Done in the correct format with few errors. Includes appropriate types of citations.	Done in the correct format with some errors. Includes appropriate and inappropriate types of citations.	Done in the correct format with many errors. Includes many inappropriate types of citations.	None, or only internet sites	

Grading Template for Written Products

(Total points available = 25) DRAFT

	Needs Improvement (1)	Satisfactory (3)	Excellent (5)	Total
Thoroughness/ considers whole project	Provides incomplete data for the Goal, Specific Aims, Background & Significance, Methodology, Experimental Design, Statistical Analyses, Results and Discussion.	All data are present, but responses are not very thorough	Provides well thought-out complete and detailed data.	
Coherency/ Logical Argument	Little evidence of a cohesive plan for carrying out Specific Aims, Methodology and Statistical Analyses. Discussion is disconnected from and therefore does not logically follow the Results.	Ideas presented lack some clarity for selected specific aims, methods and statistical analyses. Presents basic information but has extraneous material.	Ideas are well-organized and presented concisely to formulate a logical argument supportive of Specific Aims, Methods and Statistical Analyses. Discussion logically flows from Results.	
Critical Thinking	Little or no evidence of critical thinking, i.e. comparing/contrasting the project results with current literature. Does not make application of key major findings to physical therapy practice.	Limited evidence of critical thinking. Does some but not all of the things listed to the right.	Clear evidence of critical thinking. Critically analyzes key findings, considers multiple points of view, makes connections to published literature and physical therapy.	
Support/ Justification	Provides little or no rationale for selected Methodology/ Interventions/ or statistical analyses. Makes no references to related published research.	Provides limited rationale for selected Interventions / Exercises. Makes minimal references to text, outside research, personal experience.	Provides adequate rationale for selected Interventions / Exercises. References text, outside research, personal experience for all claims.	
Spelling/ Grammar	No title. No paginations. Numerous spelling and/or grammar errors that interfere with comprehension of message.	Some spelling and/or grammar errors.	Grammatically correct and free of spelling errors.	
Total				

Comments:

(% will be used to be specific to total points of value)