**DEVELOPMENTAL PSYCHOEDUCATIONAL REPORT RUBRIC**

This rubric addresses the following program goals, objectives, and competencies:

1: Assessment and Data-based Decision Making. Students will demonstrate knowledge and skills related to assessment, use of data in assessment and evaluation to develop effective services and programs, and measurement of response to services and programs. (NASP 2.1)

Students will demonstrate the ability to:

* Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
* Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective for those that are objective.
* Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Skill** | **0 – Absent** | **1 - Developing** | **2- Proficient** | **3-Exemplary** |
| **Introduction and Background Information** | One or more of the components (record review, problem identification, referral question) are missing and/or are lacking important details. | All components (record review, problem identification, referral question) are present, but information is disjointed and not integrated. | All components (record review, problem identification, referral question) are present, and information is integrated. | All components (record review, problem identification, and referral question) are complete, integrated, and explicitly inform directions. |
| **Assessments Selected** | Selected assessment methods were not based on the best available evidence (e.g. match to problem, developmental appropriateness, psychometrics), and/or were not collected using appropriate multiple sources as well as relevant diversity characteristics. | Selected assessment methods reflect the best available evidence) - but were not applied consistent with best practice, and/or did not integrate appropriate multiple sources as well as relevant diversity characteristics. | Selected assessment methods reflect the best available evidence - and demonstrated integration of data from appropriate multiple sources and methods as well as relevant diversity characteristics. | Selected assessment methods reflect the best available evidence - and demonstrated exemplary integration of data from appropriate multiple sources and methods as well as relevant diversity characteristics. |
| **Testing Observations**  Note. Testing observations may include information regarding the student’s: attention to the task, task persistence, language abilities, motor coordination, frustration, impulsiveness, problem solving, response to feedback, etc. | Observations are not included or are very limited in scope and/or detail. | Observations are not written in clear or observable terms and/or interpretation regarding the impact of behavior(s) on the validity of the test scores is absent or subjectively-written. | Observations are generally written in clear and observable terms, and interpretation regarding the impact of behavior(s) on the validity of the test scores is present, and objectively written. | Observations are written in clear and observable terms, and interpretation regarding the impact of behavior(s) on the validity of the test scores is highly relevant, appropriate, and objectively written. |
| **Presentation of Results** | Presentation of results has gaps and is not comprehensive. Results are not always clearly presented (e.g. scores not labeled appropriately and located for easy reference - such as a table). | Presentation of results provides basic information without critical gaps, but results are not comprehensive and/or are not always clearly presented. | Presentation of results is reasonably comprehensive with no gaps, and results are generally clearly presented. | Presentation of results is comprehensive and well-detailed, and results are clearly presented. |
| **Interpretation of Results** | Interpretations are not (a) clearly supported by assessment data (i.e. accurate); (b) free of psychometric inaccuracies and/or conceptual misunderstandings; and/or (c) clear in explaining the individual’s functioning on a given task. | Interpretations are (a) loosely supported by assessment data, (b) mostly free of psychometric inaccuracies and/or conceptual misunderstandings, and/or (c) sometimes clear in explaining the individual’s functioning on a given task. | Interpretations are generally (a) supported by assessment data, (b) free of psychometric inaccuracies and/or conceptual misunderstandings, and (c) clear in explaining the individual’s functioning on a given task. | Interpretations are (a) supported by assessment data that is integrated across sources, (b) free of psychometric inaccuracies and/or conceptual understandings, and (c) clear in explaining the individual’s functioning on a given task. |
| **Summary** | Conclusions are absent or limited with regard to (a) providing information regarding the student including strengths and weaknesses, (b) addressing the referral question, (c) not introducing new information, (d) distinguishing aspects of the assessment that are subjective versus objective, and/or (e) setting up findings to easily link to recommendations. | Conclusions are somewhat present with regard to (a) providing information regarding the student including strengths and weaknesses, (b) addressing the referral question, (c) not introducing new information, (d) distinguishing aspects of the assessment that are subjective versus objective, and/or (e) setting up findings to easily link to recommendations. | Conclusions are generally present with regard to (a) providing information regarding the student including strengths and weaknesses, (b) addressing the referral question, (c) not introducing new information, (d) distinguishing aspects of the assessment that are subjective versus objective, and/or (e) setting up findings to easily link to recommendations. | Conclusions are present with regard to (a) providing information regarding the student including strengths and weaknesses, (b) addressing the referral question, (c) not introducing new information, (d) distinguishing aspects of the assessment that are subjective versus objective, and/or (e) setting up findings to easily link to recommendations. |
| **Recommendations (Objective 1.B)** | Recommendations are not present, OR are not (a) feasible for delivery in the expected context, (b) consistent with evaluation findings (i.e. subjective versus objective), and/or (c) informed by evidence-based practice. | Recommendations are present and are somewhat  (a) feasible for delivery in the expected context, (b) consistent with evaluation findings (i.e. subjective versus objective), and/or (c) informed by evidence-based practice. | Recommendations are present and generally (a) feasible for delivery in the expected context, (b) consistent with evaluation findings (i.e. subjective versus objective), and/or (c) informed by evidence-based practice. | Recommendations are detailed, and are highly (a) feasible for delivery in the expected context, (b) consistent with evaluation findings (i.e. subjective versus objective), and/or (c) informed by evidence-based practice. |
| **Style, Clarity, and Communication (Objective 1.C)** | Report does not communicate findings and implications in an accurate or understandable manner. | Report communicates the findings and implications in an accurate but difficult to understand manner. | Report communicates the findings and implications in an accurate and effective manner. | Report communicates the findings and implications in an accurate and effective manner, and reflects sensitivity to differing audiences (e.g., parents, teachers, student). |

Adapted from the Western Kentucky University Ed.S. School Psych Internship Handbook Psychoeducational Report Rubric and the Bowling Green School Psychology Program Internship Handbook Psychoeducational Report Scoring Rubric.