**Integrative Psychological Reports Rubric**

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|  | **Less than Adequately Addressed (0 points)** | **Adequately Addressed (1 point)** | **More than Adequately Addressed (2 points)** | **Total Points** |
| **1. Diagnostic accuracy**  | One or more of the essential elements are missing or fail to show accuracy. | Demonstrated current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, and included consideration of client strengths and psychopathology.  | Demonstrated advanced knowledge of diagnostic classification systems, functional and dysfunctional behaviors, and consideration of client strengths and psychopathology.  |  |
| **2. Integration of DSM-5-TR Information**  | Missing one or more contextual issues related to understanding human behavior. | Provided a description of human behavior within its context (e.g., affective, cognitive, developmental, family, biological, social, societal and cultural).  | Provided an advanced and detailed description of human behavior within its context (e.g., affective, cognitive, developmental, family, biological, social, societal and cultural).  |  |
| **3. Application of Knowledge to Context** | Application of knowledge was missing some aspects of functional and dysfunctional behaviors. | Demonstrated the ability to apply the knowledge of functional and dysfunctional behaviors, including context, to the assessment or diagnostic process.  | Demonstrated the ability to apply the knowledge of functional and dysfunctional behaviors, including context, to the assessment or diagnostic process at a very high, detailed level.  |  |
| **4. Selection of Assessment Method Appropriate to Goals**  | Some assessments were not appropriate for the case goals.  | Selected and applied assessment methods that draw from relevant empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and/or methods appropriate to the identified goals of the assessment as well as relevant diversity characteristics of the client. | Demonstrated a high level of knowledge in the selection and application of assessment methods that draw from relevant empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and/or methods appropriate to the identified goals of the assessment as well as relevant diversity characteristics of the client. |  |
| **5. Interpretation of Results**  | Two to three mistakes were made in the interpretation of results.  | Interpretation of assessment results followed current research and professional standards and guidelines to inform case conceptualization, classification, and recommendations; guarded against decision-making biases; distinguished the aspects of assessment that are subjective from those that are objective.  | Interpretation of assessment results was highly developed, following current research and professional standards and guidelines to inform case conceptualization, classification, and recommendations; guarded against decision-making biases; distinguished the aspects of assessment that are subjective from those that are objective.  |  |
| **6. Quality of the Written Report**  | The report had grammar/spelling errors and/or was ineffective in communicating some information (0 pts.) | The written report documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences; the report had no grammar/spelling errors. | The written report documents the findings and implications of the assessment in a highly accurate and effective manner sensitive to a range of audiences; the report was presented in a very professional way.  |  |

***NOTE: Students must achieve an “adequately addressed” rating in all areas to meet the minimal level of achievement.***

**TOTAL POINTS: /20**