

## CLINICAL WRITING RUBRIC

Student Name: \_\_\_\_\_

Assignment : \_\_\_\_\_

Evaluation Criteria	Professionally Competent (4)	Meets Expectations for Student Clinician (3)	Developing (2)	Needs Improvement (1)	Score
Content	All information is accurate and consistent across all sections	Mostly correct; isolated instances of inaccurate or inconsistent information	Several instances of inaccurate or inconsistent information throughout document	Frequent instances of inaccurate or inconsistent information throughout document	
	Includes all essential information in each section	Includes nearly all essential information; a few relevant details are missing in one section, but other sections are complete	Missing select essential information in two sections, but other sections are complete	Frequently omits essential information throughout document	
	Information is communicated using an appropriate level of detail	Minimal instances of irrelevant, redundant, or missing information	Moderate instances of irrelevant, redundant, or missing information	Frequent instances of irrelevant, redundant or missing information	
	Correct and precise use of professional technical terminology	Mostly correct, occasional imprecision in terminology	Often exhibits incomplete or vague usage of terminology	Frequent, significant misunderstanding of terminology	
<b>Section Total</b>					

Critical Thinking	Consistently and accurately <i>evaluates</i> quality and validity of information to support valid conclusions	Minor instances of incomplete or inconsistent <i>evaluation</i> of information with negligible impact on conclusions	Often fails to <i>evaluate</i> information accurately leading to questionable conclusions	Lacks evaluation skills. Incorrect conclusions based on invalid or poor quality information	
	Accurately <i>analyzes</i> and <i>interprets</i> all information by identifying patterns and interactions	Accurately identifies basic meaning of information but interpretation is occasionally incomplete or flawed	Often identifies basic meaning of information but identification and interpretation of patterns and interactions are lacking	Superficial knowledge or multiple errors in interpreting information's basic meaning	
	<i>Infers</i> insightful, salient conclusions which include functional implications and recommendations that are consistent with body of document	Mostly complete formulation of conclusions including most key functional implications; recommendations are mostly consistent with body of document	Minimal formulation of conclusions and functional implications are weak; recommendations are often vague or inconsistent with body of document	Lacks appropriate conclusions and functional implications; recommendations are lacking or highly inconsistent with body of document	
	Clearly <i>explains</i> results through coherent and convincing synthesis of evidence and ideas.	Minor instances of incomplete or inconsistent synthesis of evidence and ideas	Some attempt to explain and synthesize results and ideas, but synthesis is vague, incomplete or incoherent	Consists of a listing of assessment information with no synthesis of results	
<b>Section Total:</b>					
Organization	Paragraphs begin with clear and informative topic sentences.	Topic sentences are consistently present but are occasionally confusing or incomplete	Topic sentences are inconsistently present, or often confusing	Paragraphs do not begin with a topic sentence	
	Supporting details are relevant to main idea and are logically sequenced within each paragraph	Supporting details are occasionally irrelevant to the main idea or not optimally sequenced	Supporting details often irrelevant to the main idea or are illogically sequenced	Many paragraphs are series of details with no identifiable main idea.	
	Transitions between sentences and paragraphs aid in maintaining flow of thought.	Occasional instances of missing transitions to link ideas within and across paragraphs	Transitions to link ideas within and across paragraphs are often missing	Ineffective or no evidence of transitions within or across paragraphs	
	Paragraphs, data tables and assessment charts are logically sequenced	Paragraphs, data tables or charts occasionally lack logical order	Paragraphs, data tables or charts often lack logical order	Illogical sequencing of paragraphs and other information is apparent throughout document	
<b>Section Total:</b>					

Style	Active voice used appropriately throughout document	Minimal instances of passive voice errors	Moderate instances of passive voice errors	Frequent passive voice errors throughout document	
	Consistent and appropriate use of past/present verb tense	Minimal instances of inappropriate past/present verb tense	Moderate instances of inappropriate past/present verb tense	Frequent instances of inappropriate past/present verb tense	
	Consistently conveys information using smooth, clear and concise language	Minimal instances of awkward, wordy, or redundant language	Moderate instances of awkward, wordy, or redundant language	Frequent use of awkward, overly wordy language that detracts from meaning	
	Objective, diplomatic and formal tone throughout document, with consistent use of third person.	Minimal lapses into subjective tone or first person when describing client behaviors and/or clinical impressions	Moderate instances of subjective tone or first person when describing client behaviors and/or clinical impressions	Subjective, informal tone or first person used frequently throughout document.	
<b>Section Total:</b>					
Form	Consistent and correct arrangement of words and phrases into well-formed sentences. No syntax errors (e.g. subject-verb agreement, incomplete sentences)	Minimal instances of syntax errors	Moderate instances of syntax errors	Frequent instances of syntax errors	
	Consistent and correct spelling (SAE), capitalization and punctuation	Minimal instances of spelling, capitalization and punctuation errors	Moderate instances of spelling, capitalization and punctuation errors	Frequent instances of spelling, capitalization and punctuation errors	
	Correct use of professional abbreviations, acronyms and italics	Minimal instances of incorrect abbreviations, acronyms or italics	Moderate instances of incorrect abbreviations, acronyms or italics	Frequent instances of incorrect abbreviations, acronyms or italics	
	Correct document template, including correct use and formatting of data tables and information charts	Minimal errors in format or use of data tables and information charts	Moderate instances of formatting errors or misuse of data tables and information charts	Frequent instances of formatting errors or misuse of data tables and information charts	
<b>Section Total:</b>					
*Revision Expectations	Negligible feedback needed on first draft	Edited 1 <sup>st</sup> draft successfully based on initial feedback; 2 <sup>nd</sup> draft submitted with minimal errors	Moderate instances of errors remain in 2 <sup>nd</sup> draft	Frequent errors evident in 2 <sup>nd</sup> draft and/or errors persist in 3 <sup>rd</sup> draft	

\*Completed by supervisor for final draft only