

### Standard Counseling Comprehensive Exam Rubric

	Performance Rating			
	Limited Mastery - 1	Partial Mastery - 2	Mastery - 3	Above Mastery - 4
Counseling Standards				
<i>Professional identity &amp; responsibility</i>  Rating: _____	Candidate's responses demonstrate limited understanding of a professional identity and limited acceptance of responsibility for student outcomes	Candidate's responses demonstrate a developing professional identity and partial acceptance of responsibility for student outcomes	Candidate's responses demonstrate a clear professional identity and acceptance of responsibility for student outcomes	Candidate's responses demonstrate a clear and strong professional identity that goes above and beyond expectations for accepting responsibility for student outcomes
<i>Program implementation</i>  Rating: _____	Candidate's responses reveal limited understanding of effective and appropriate program implementation to address student needs as described in the scenarios	Candidate's responses reveal partial understanding of effective and appropriate program implementation to address student needs as described in the scenarios	Candidate's responses meet expectations for effective and appropriate program implementation to address student needs as described in the scenarios	Candidate's responses exceed expectations for how program implementation can address student needs as described in the scenarios
<i>Program reflection and evaluation</i>  Rating: _____	Candidate demonstrates limited skills in reflecting on and evaluating how existing programs address student needs as described in the scenarios	Candidate demonstrates partial skill in reflecting on and evaluating how existing programs address student needs as described in the scenarios	Candidate demonstrates mastery in reflecting on and evaluating how existing programs address student needs as described in the scenarios	Candidate exceeds expectations in reflecting on and evaluating how existing programs address student needs as described in the scenarios
<i>Contextual dimensions of the leadership/advocacy role</i>  Rating: _____	Candidate's responses reflect limited understanding of their leadership/advocacy role within the context of the case scenarios	Candidate's responses reflect a partial understanding of their leadership/advocacy role within the context of the case scenarios	Candidate's responses reflect an appropriate understanding of their leadership/advocacy role within the context of the case scenarios	Candidate's responses reflect an exceptional understanding of their leadership/advocacy role within the context of the case scenarios
<i>Clinical instruction</i>	Candidate's response does not make	Candidate's response reflects limited	Candidate's response reflects appropriate	Candidate's response reflects exceptional skill in

Rating: _____	connections to previous clinical learning experiences	connection to previous clinical learning experiences as applied to the case study scenarios	application of previous clinical learning experiences in addressing the case study scenarios	applying previous clinical learning experiences in addressing the case study scenarios
<b>Assessment Dimensions</b>				
<i>Candidate knowledge and skills</i>  Rating: _____	Candidate's responses do not apply knowledge and skills gained from coursework	Candidate's responses reflect some knowledge and skills gained from coursework and applied to the case scenario	Candidate's responses reflect appropriate knowledge and skills gained from coursework and applied to the case scenarios	Candidate's responses reflect exceptional levels of knowledge and skills gained from coursework and applied to the case scenarios
<i>Professional dispositions</i>  Rating: _____	Candidate's responses do not reflect appropriate professional dispositions	Candidate's responses reflect some appropriate professional dispositions, although inconsistently	Candidate's responses reflect appropriate professional dispositions	Candidate's responses reflect exceptionally strong professional dispositions
<i>Data and research-driven decision making</i>  Rating: _____	Candidate's responses do not utilize data and research-driving decision making	Candidate's responses apply some appropriate data and research-driven decision-making skills, although inconsistently	Candidate's responses apply appropriate data and research-driven decision-making skills to the case scenarios	Candidate's responses apply exceptionally strong data and research-driven decision-making skills to the case scenarios
<i>Integration of technology in the discipline</i>  Rating: _____	Candidate's responses reflect limited or no application of appropriate technology relative to the case scenarios	Candidate's responses reflect inconsistently effective application of technology relative to the case scenarios	Candidate's responses reflect appropriate application of technology relative to the case scenarios	Candidate's responses reflect exceptional application of technology relative to the case scenarios
<i>Clinical practice</i>	Candidate's responses reflect limited application of knowledge, skills and dispositions within the clinical setting imagined in the case scenarios	Candidate's responses reflect inconsistent application of knowledge, skills and dispositions within the clinical setting imagined in the case scenarios	Candidate's responses reflect appropriate application of knowledge, skills and dispositions within the clinical setting imagined in the case scenarios	Candidate's responses reflect exceptional application of knowledge, skills and dispositions within the clinical setting imagined in the case scenarios