



PSYCHOEDUCATIONAL ASSESSMENT RUBRIC

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Rapport

Entry Level	Competence Expected for First-Year	Exceeds First-Year Expectations
<ul style="list-style-type: none"> <input type="checkbox"/> Does not talk to the child or mention breaks before starting. <input type="checkbox"/> Rarely acknowledges the child outside of standard administration. <input type="checkbox"/> Offers minimal praise or appreciation for the child's effort. <input type="checkbox"/> Fails to ask if the child needs a break. Or asks about breaks too often. <input type="checkbox"/> Initiates casual conversation or responds to the child's attempts to chat during subtests. <input type="checkbox"/> Allows the child to have control over session (e.g. turn pages, play with blocks, and respond before instructions are finished). 	<ul style="list-style-type: none"> <input type="checkbox"/> Asks the child about interests, how they feel about performing the activities, etc. before starting. Tells the child that breaks are okay. <input type="checkbox"/> Is generally alert to the child's moods and encourages the child to perform a task if needed. <input type="checkbox"/> Often acknowledges the the child's effort between subtests with praise and appreciation. <input type="checkbox"/> Offers a break between subtests or in response to the child's apparent needs. <input type="checkbox"/> Responds minimally to attempts at casual conversation during subtest administration and redirects the child to their task. <input type="checkbox"/> Generally maintains control over the administration. For example, keeps reading instructions if the the child interrupts. Or puts hands over blocks when the child plays with the blocks. 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask the child about interests, how they feel about doing the activities, and expresses appreciation for the child's time and effort before starting. Tells the child that breaks are okay and asks the child to let examiner know if they need a break. <input type="checkbox"/> Is alert to the child's moods. Handles any behavior problems appropriately, shows empathy, and encourages the child to perform a task if needed. <input type="checkbox"/> Regularly acknowledges the the child between subtests—verbally and nonverbally—with praise and appreciation for their efforts. <input type="checkbox"/> Offers a break either in the middle of the test administration or in response to the child's apparent needs. When doing so, acknowledges the child's apparent state or effort. <input type="checkbox"/> Does not talk casually to the child during subtest administration, but interacts naturally with the child while administering items. <input type="checkbox"/> Maintains control over the session in a way that acknowledges the the child's desires to engage with the materials. For example, if the child interrupts or tries to play with blocks, says something like, "I can tell you're eager to get started with these," and continues reading instructions.

Comments:

Standardization

Entry Level	Competence Expected for First-Year	Exceeds First-Year Expectations
<ul style="list-style-type: none"> <input type="checkbox"/> Instructions and items are read with numerous verbatim errors, which compromise the validity of the scores. <input type="checkbox"/> Motor components of administration (e.g. pointing, mixing blocks, opening/turning pages in stimulus book or student response booklets) are not completed accurately. <input type="checkbox"/> Timing is inaccurate. Forgets to start or stop the timer. <input type="checkbox"/> Many errors with basals, ceilings, queries, prompts, start and stop points, discontinued rules, and identifying information. <input type="checkbox"/> Many errors in calculating scores. 	<ul style="list-style-type: none"> <input type="checkbox"/> Instructions and items are read clearly and with few verbatim errors. <input type="checkbox"/> Motor components of administration (e.g. pointing, mixing blocks, opening/turning pages in stimulus book or student response booklets) are generally completed accurately during most of the administration. <input type="checkbox"/> Timing is accurate. <input type="checkbox"/> Minor or few errors with basals, ceilings, queries, prompts, start and stop points, discontinued rules, and identifying information. <input type="checkbox"/> Minor errors in calculating scores, or errors are caught and corrected during self-review. 	<ul style="list-style-type: none"> <input type="checkbox"/> Instructions and items are read with virtually no verbatim errors—it is as close to perfect as humanly possible. <input type="checkbox"/> Motor components of administration (e.g. pointing, mixing blocks, opening/turning pages in stimulus book or student response booklets) are completed accurately and coordinated with oral instructions throughout the administration. <input type="checkbox"/> Timing is accurate and stopwatch is placed unobtrusively. <input type="checkbox"/> No errors with basals, ceilings, queries, prompts, start and stop points, discontinued rules, and identifying information. <input type="checkbox"/> No errors in calculating scores.

Comments:

Administering Test Items

Entry Level	Competence Expected for First-Year	Exceeds First-Year Expectations
<ul style="list-style-type: none"> <input type="checkbox"/> Instructions and items are often read without clarity, pauses, or purpose. <input type="checkbox"/> Focuses on the manual to the extent that it detracts from administration. <input type="checkbox"/> Motor components (e.g. pointing, mixing blocks, opening/turning pages in stimulus book or student response booklets) are not completed accurately. <input type="checkbox"/> Stopwatch is forgotten or hid in a "covert" way. <input type="checkbox"/> Over or underuses queries, prompts, and feedback. They are generally phrased as questions or requests and delayed after the child's response. <input type="checkbox"/> The child's responses are not recorded verbatim. <input type="checkbox"/> >3 errors in objective scoring. <input type="checkbox"/> >3 in subjective scoring. 	<ul style="list-style-type: none"> <input type="checkbox"/> Instructions and items are generally read clearly and include some appropriate pauses, pacing, and eye contact. <input type="checkbox"/> Focuses on manual but it does not detract from administration. <input type="checkbox"/> Motor components of administration (e.g. pointing, mixing blocks, opening/turning pages in stimulus book or student response booklets) are generally well-paced and coordinated with oral instructions. <input type="checkbox"/> Stopwatch is placed for ease-of-use by examiner. <input type="checkbox"/> Uses queries, prompts, and feedback as indicated in manual. They are generally phrased as statements and given relatively soon after the child's initial response. <input type="checkbox"/> Records most of the the child's responses verbatim. <input type="checkbox"/> 1-2 errors in objective scoring. <input type="checkbox"/> 1-2 in subjective scoring. 	<ul style="list-style-type: none"> <input type="checkbox"/> Instructions and items are exceptionally read with clarity and purpose. Includes good pauses, pacing, and eye contact. <input type="checkbox"/> Minimally refers to manual and administers test in a professional, unhurried manner. <input type="checkbox"/> Motor components of administration (e.g. pointing, mixing blocks, opening/turning pages in stimulus book or student response booklets) are exceptionally well-paced, smooth, and coordinated with oral instructions. <input type="checkbox"/> Stopwatch is placed for ease-of-use by examiner and is not intentionally hidden from the child's view. <input type="checkbox"/> Standardized queries and prompts are provided naturally and immediately after the child's initial response. <input type="checkbox"/> Records the child's responses verbatim. <input type="checkbox"/> No errors in objective scoring. <input type="checkbox"/> No errors in subjective scoring.

Comments:

Professionalism

Entry Level	Competence Expected for First-Year	Exceeds First-Year Expectations
<ul style="list-style-type: none"> <input type="checkbox"/> Refers to manual throughout most of the administration and is not engaged with student. <input type="checkbox"/> Often allows the child to think or work on timed and untimed items for unreasonably long or short amounts of time. <input type="checkbox"/> Seating arrangement and position of materials is awkward. Often the examiner has to lean or reach to see and point to items. Easel is placed obtrusively. <input type="checkbox"/> Verbal instructions and motor components are choppy. <input type="checkbox"/> Examiner appears uncertain about what to do. 	<ul style="list-style-type: none"> <input type="checkbox"/> Refers to manual throughout the administration but is often engaged with the child. <input type="checkbox"/> Generally allows the child to work on untimed subtests for an appropriate length of time and may occasionally allow child to work beyond time limits. <input type="checkbox"/> Seating arrangement and position of materials are generally good. At times, examiner must reach around or over the easel and may move easel out of the child's way when appropriate. <input type="checkbox"/> Verbal instructions and motor components are coordinated and delivered smoothly most of the time. <input type="checkbox"/> Examiner appears confident most of the time. 	<ul style="list-style-type: none"> <input type="checkbox"/> Refers to manual minimally throughout administration and constantly engages with the child. <input type="checkbox"/> Consistently uses good judgment in deciding how much time to allow the child to work on untimed subtests. Generally does not allow the child to work beyond time limits unless doing so is necessary to maintain rapport. <input type="checkbox"/> Seating arrangement and position of materials facilitate ease of administration. Examiner can easily see the child's side of easel and point to items. Moves easel out of the way when the child is working with manipulatives or a response booklet. <input type="checkbox"/> Verbal and motor components of administration are well-paced, smooth, natural, and well-coordinated with oral instructions. <input type="checkbox"/> Examiner looks like a professional school psychologist

Comments:

Adapted from:

Sattler, J. M., Dumont, R., & Coalson, D. L. (2016). *Assessment of The children: WISC-V and WPPSI-IV*. San Diego, CA: Jerome M. Sattler Publishing, Inc.