



Performance Rating Scale

- 7 Consistently strong performance / Supervisory support is collaborative –**
(Skill is present 95% or more)
Skill is adequately and effectively implemented without support by supervisor. Skill is always consistent and well developed. Student self-evaluates and modifies own behavior as needed. Student is an independent problem solver and generalizes skill to other clients and settings. Supervisor acts as a consultant in skills where student has less experience. Supervisor provides feedback/guidance on ideas initiated by the student.
- 6 Adequate performance / minimum supervisory support needed –**
(Skill is present 90-94% of the time)
Skill is developed/implemented most of the time but may need occasional refinement and/or consistency. Student can self-evaluate and modify behavior as needed. Problem solving is mostly independent. Supervisor acts as a collaborator to plan and suggest possible alternatives.
- 5 Skill is developing / Minimum-moderate supervisory support needed –**
(Skill is present 75-89% of the time)
Skill is present but needs further development, refinement, and/or consistency. Student can self-evaluate need to modify behavior but needs guidance/suggestions from supervisor on how to implement modification. Supervisor provides on-going monitoring and feedback with a focus on increasing student's critical thinking on how/when to improve skill.
- 4 Skill is present/ Moderate supervisory support needed –**
(Skill is present 60-74% of the time)
Skill is present. Student may require supervisor input to identify modifications and/or how to implement modifications. Supervisor provides support for skill development/implementation. Efforts to modify skill are generally effective.
- 3 Skill early emerging to emerging / Moderate-maximum supervisory support –**
(Skill is present 50-59% of the time)
Skill is beginning to emerge but is frequently inconsistent or inadequate. Student requires supervisor input to identify necessary modifications. Supervisor provides support for all aspects of skill development/implementation and case management. Efforts to modify skill may result in minimal to moderate success.
* Clinical support plan needed
- 2 Skill minimally present / Maximum supervisory support needed –**
(Skill is present 25-49% of the time)
Skill not evident most of the time and requires specific instruction from supervisor. Student requires direct instruction from supervisor and does not alter performance without complete support. Supervisor must model and implement skill required for client to receive optimal care.
* Clinical support plan needed
- 1 Skill non-existent / Unacceptable behavior –**
(Skill is present less than 25% of the time)
Skill is non-existent. Student is late, unprepared, and/or does not show for appointments. Student requires direct support for skill development/implementation and makes no attempts to modify skill and/or case management. Supervisor provides complete support and multiple attempts to modify skill.
* Clinical support plan needed