



Performance Rating Scale

- 1.00 **Not Evident:** The student requires direct instruction to modify behaviors and is unaware of the need to change. Supervisor must model behavior and implement the skill required for client the receive optimal care. Supervisor provides constant instructions and constant modeling. The student may observe and state facts; however, critical thinking/problem solving skills are not yet present. (skill is present <20% of the time).
- 1.50 **Becoming Evident:** The student requires direct instruction to modify behaviors and is unaware of the need to change. Supervisor must model behavior and implement the skill required for client the receive optimal care. Supervisor provides numerous instructions and frequent modeling. The student may observe and state facts; however, critical thinking/problem solving skills are not yet present. (skill is present 20-29% of the time).
- 2.00 **Early Emerging:** The skill is emerging, but is inconsistent or inadequate. Student shows awareness of need to change the with supervisor input. Supervisor frequently provides instructions and support for all aspects of case management and services. Critical thinking/problem solving skills are emerging and the student is beginning to identify problems. (skill is present 30-44% of the time).
- 2.50 **Emerging:** The skill is emerging, but is inconsistent or inadequate. Student shows awareness of need to change the with supervisor input. Supervisor intermittently provides instructions and support for all aspects of case management and services. Critical thinking/problem solving skills are emerging and the student is beginning to identify problems. (skill is present 45-59% of the time).
- 3.00 **Present with Ongoing Monitoring/Feedback:** The skill is present and needs further development, refinement or consistency. Students is aware of need to modify behavior, but does not do this independently. Supervisor provides ongoing monitoring and feedback; focuses on increasing the students' critical thinking on how/when to improve the skill. (skill is present 60-74% of the time).
- 3.50 **Present with Intermittent Monitoring/Feedback:** The skill is present and needs further development, refinement or consistency. Students is aware of need to modify behavior, but does not do this independently. Supervisor provides intermittent monitoring and feedback; focuses on increasing the students' critical thinking on how/when to improve the skill. Critical thinking and problem solving skills are present. The student identifies and analyzes problems and is beginning to reach conclusions. (skill is present 75-89% of the time).
- 4.00 **Developing:** The skill is developing/implemented most of the time and may need continued refinement or consistency. Student is aware and can modify the behavior in-session and can self-evaluate. Reflection is generally effective at modifying approach in-session. Critical thinking and problem solving is developed. The student identifies and analyzes problems, reaches appropriate conclusions and can adequately communicate those problems to conclusions to relevant others. Supervisor acts as a collaborator to plan and suggest possible alternatives. Student is CF ready. (skill is present 90-100% of the time).

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