

This rubric is a sample provided by the Department of Rehabilitation Sciences (PolyU)

Rubrics for practical test II- Assessment of patient transfer and OT intervention strategies					
Rating Criteria	Excellent(A+/A) Exceeded	Good(B+/B) Met	Satisfactory(C+/C) Just met	Unsatisfactory(D+/D) Partially met	Unsatisfactory (F) Failed to meet
Patient Handling (25%)	<p>Student sets up surrounding environment safely and efficiently prior to performance of task.</p> <p>Student <i>always</i> practices in safe manner that minimizes risk to patient.</p> <p>Student <i>always</i> utilizes proper therapist body mechanics during session.</p>	<p>Student sets up surrounding environment safely prior to performance of task. Some minor errors in efficiency/organization with self-correction of errors before task begins.</p> <p>Student practices in safe manner that minimizes risk to patient <i>most</i> of the time</p> <p>Student utilizes proper therapist body mechanics <i>very frequently</i> during session</p>	<p>Set-up of environment has 2-3 minor errors in safety or 1 major error. Recognizes and corrects errors during or directly after task</p> <p>Student practices in safe manner that minimizes risk to the patient <i>some</i> of the time.</p> <p>Student <i>sometimes</i> utilizes proper therapist body mechanics during session</p>	<p>Set up of environment has more than 3 minor errors in safety or more than 1 major error. Recognizes and corrects less than 50% of errors during or directly after task.</p> <p>Student <i>rarely</i> practices in safe manner that minimizes risk to the patient</p> <p>Student <i>rarely</i> utilizes proper therapist body mechanics during session</p>	<p>Set up of environment has more than 3 minor errors in safety or more than 1 major error. Does not recognize or self-correct during task.</p> <p>Student <i>does not</i> practice in safe manner and demonstrates significant risk to patient.</p> <p>Student <i>never</i> utilizes proper therapist body mechanics during session</p>
Professional Behavior (25%)	<p><i>Always</i> demonstrates professional demeanor when interacting with patient.</p> <p><i>Always</i> provides clear, precise, and timely directions and/or cues to patient.</p> <p><i>Always</i> uses professional terminology appropriately</p>	<p>Demonstrates professional demeanor when interacting with patient <i>most</i> of the time.</p> <p>Provides clear, precise, and timely directions to patient <i>most</i> of the time.</p> <p>Uses professional terminology appropriately <i>most</i> of the time</p>	<p>Demonstrates professional demeanor when interacting with patient <i>some</i> of the time. Makes minor errors that are self-corrected.</p> <p>Directions provided are overall understandable but lack detail.</p> <p>Uses professional terminology appropriately <i>some</i> of the time</p>	<p><i>Rarely</i> demonstrates professional demeanor when interacting with patient. Makes frequent errors and does not self-correct in timely manner.</p> <p>Directions provided are mostly vague or difficult to understand.</p> <p><i>Rarely</i> uses accurate professional terminology or has frequent errors in</p>	<p><i>Unacceptable</i> professional demeanor. Makes frequent major errors and does not self-correct.</p> <p>Directions provided are unclear and difficult to understand.</p> <p>Does not utilize accurate professional terminology.</p>

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Assessment/ Treatment Intervention (25%)	<p><i>Always</i> chooses most appropriate assessment(s) or treatment(s) for condition</p> <p>Performs <i>all</i> interventions in technically competent manner</p> <p><i>Always</i> adjusts/adapts task based on patient's response as necessary</p>	<p>Assessment(s)/treatment(s) chosen are <i>mostly</i> appropriate for specific condition(s) of case</p> <p>Performs interventions in technically competent manner <i>most</i> of the time.</p> <p>Adjusts/adapts the task based on patient response <i>most of the time</i>.</p>	<p>Assessment(s)/treatment(s) chosen are <i>somewhat</i> appropriate to condition.</p> <p>Performs <i>some</i> interventions in technically competent manner. Frequent errors that are mostly self-corrected.</p> <p>Adjusts/adapts the task based on patient response <i>some</i> of the time</p>	<p>Assessment(s)/treatment(s) chosen are <i>rarely</i> appropriate to case</p> <p><i>Very few</i> interventions are performed in technically competent manner</p> <p><i>Rarely</i> adjusts/adapts the task based on patient response</p>	<p>Assessment(s)/treatment(s) are inappropriate for condition.</p> <p><i>None</i> of the interventions are performed in technically competent manner.</p> <p>Does <i>not</i> adjust or adapt the task based on patient response.</p>
Assessment /Treatment Rationale (25%)	<p>Synthesizes <i>all</i> important information from case to choose most appropriate treatment or intervention</p> <p>Presents <i>excellent</i> logical rationale for clinical decisions</p>	<p>Synthesizes <i>most</i> important information from case to choose appropriate treatment or intervention</p> <p>Presents <i>good</i> logical rationale for clinical decisions</p>	<p>Synthesizes <i>some</i> important information from case. Misses some key details.</p> <p>Presents <i>fair</i> rationale for clinical decisions.</p>	<p><i>Poor</i> synthesis of important information from case. Misses several key details.</p> <p>Presents <i>poor</i> rationale for clinical decisions</p>	<p><i>No attempt</i> to synthesize information from case.</p> <p><i>No logical</i> justification presented to justify clinical decisions</p>