

Candidate: \_\_\_\_\_ Date: \_\_\_\_\_

Use the attached rubric to assess the candidate's ability to articulate his/her mastery of the expected outcomes.

	5 Outstanding	4 Strong	3 Satisfactory	2 Marginal	1 Unsatisfactory
CCS1 Question 1					
CCS2 Question 2					
CCS3 Question 3					
CCS4 Question 4					
CCS5 Question 5					
CCS6 Question 6					
CCS7 Question 7					
CCS8 Question 8					
CCS9 Column Total	⋮				⋮
Raw Score		Pass	Fail		

NOTE: The student must achieve a raw score of 24 out of 40 to pass.

Committee Member: \_\_\_\_\_ Date: \_\_\_\_\_

The student must receive a passing score from two of the three reviewers to successfully complete the comprehensive evaluation.

*Include decimals in Banner*

**SCENARIO RESPONSE RUBRIC**

5: OUTSTANDING	4: STRONG	3: SATISFACTORY	2: MARGINAL	1: UNSATISFACTORY
<ul style="list-style-type: none"> <li>• All topics are discussed with thorough evidence in conceptualizing the topic..</li> <li>• There is significant evidence of a clear understanding of the CACREP standard being addressed.</li> <li>• There is significant evidence of a clear understanding of knowledge, skills &amp; dispositions..</li> <li>• There is significant evidence of human relations.</li> <li>• There is significant evidence of a clear understanding of inquiry.</li> <li>• There is significant evidence of a clear understanding of professional &amp; ethical behavior.</li> <li>• Diversity issues are clearly stated and addressed thoroughly by the writer.</li> <li>• There is significant evidence of the application of relevant skills in the evaluation of the situation.</li> <li>• There is significant evidence of the application of counseling theories in the development of the answer to the topic stated.</li> <li>• Writer demonstrates logical and subtle sequencing of ideas through well-developed paragraphs.</li> <li>• Transitions are used to enhance organization.</li> <li>• Each paragraph has thoughtful supporting detail sentences that are well developed.</li> <li>• Contains no errors in sentence structure and word usage.</li> <li>• The paper contains no errors in punctuation, capitalization and spelling.</li> </ul>	<ul style="list-style-type: none"> <li>• All topics are discussed with sufficient evidence in conceptualizing the topic..</li> <li>• There is sufficient evidence of a clear understanding of the CACREP standard being addressed.</li> <li>• There is sufficient evidence of a clear understanding of knowledge skills &amp; dispositions.</li> <li>• There is sufficient evidence of a clear understanding of human relations.</li> <li>• There is sufficient evidence of a clear understanding of inquiry.</li> <li>• There is sufficient evidence of a clear understanding of professional&amp; ethical behavior.</li> <li>• Diversity issues are sufficiently stated and addressed thoroughly by the writer.</li> <li>• There is sufficient evidence of the application of relevant skills in the evaluation of the situation.</li> <li>• There is sufficient evidence of the application of counseling theories in the development of the answer to the topic stated.</li> <li>• Paragraph development present but sequencing of ideas are perfected.</li> <li>• Transitions are used but they do not consistently enhance organization.</li> <li>• Each paragraph has sufficient supporting detail sentences that develop the main idea.</li> <li>• Contains almost no errors in sentence structure and word usage.</li> <li>• The paper contains almost no errors in punctuation, capitalization and spelling.</li> </ul>	<ul style="list-style-type: none"> <li>• All topics are discussed with some evidence in conceptualizing the topic.</li> <li>• There is some evidence of a clear understanding of the CACREP standard being addressed.</li> <li>• There is some evidence of a clear understanding of knowledge, skills &amp; dispositions.</li> <li>• There is some evidence of a clear understanding of inquiry.</li> <li>• There is some evidence of a clear understanding of human relations.</li> <li>• There is some evidence of a clear understanding of professional &amp; ethical behavior.</li> <li>• Diversity issues are stated and somewhat addressed by the writer.</li> <li>• There is some evidence of the application of counseling theories in the evaluation of the situation.</li> <li>• There is some evidence of the application of relevant skills in the development of the answer to the topic stated.</li> <li>• Paragraphs contain logical organization but organization of ideas is not well developed.</li> <li>• Transitions are not used but there is evidence of organization.</li> <li>• Each paragraph lacks sufficient detail sentences that support the main idea.</li> <li>• Contains a few errors in sentence structure and word usage.</li> <li>• The paper contains a few errors in punctuation, capitalization and spelling.</li> </ul>	<ul style="list-style-type: none"> <li>• All topics are discussed with omissions in conceptualizing all components of the topic.</li> <li>• There is little evidence of a clear understanding of the CACREP standard being addressed.</li> <li>• There is little evidence of a clear understanding of knowledge, skills &amp; dispositions.</li> <li>• There is little evidence of a clear understanding of human relations.</li> <li>• There is little evidence of a clear understanding of inquiry.</li> <li>• There is little evidence of a clear understanding of professional &amp; ethical behavior.</li> <li>• There is little evidence of a clear understanding of diversity issues.</li> <li>• There is little evidence of the application of counseling theories in the evaluation of the situation.</li> <li>• There is little evidence of the application of relevant skills in the development of the answer to the topic stated.</li> <li>• There is little evidence of logical organization and ideas are not well developed.</li> <li>• There is little logic to the flow of the paragraphs.</li> <li>• There is a main idea but little evidence of supporting detail.</li> <li>• Contains many errors in sentence structure and word usage.</li> <li>• The paper contains many errors in punctuation, capitalization and spelling.</li> </ul>	<ul style="list-style-type: none"> <li>• Not all topics are discussed with significant omissions in conceptualizing the topic.</li> <li>• There is no evidence of a clear understanding of the CACREP standard being addressed.</li> <li>• There is no evidence of a clear understanding of knowledge, skills &amp; dispositions.</li> <li>• There is no evidence of a clear understanding of inquiry.</li> <li>• There is no evidence of a clear understanding of human relations.</li> <li>• There is no evidence of a clear understanding of professional &amp; ethical behavior.</li> <li>• There is no evidence of a clear understanding of diversity issues.</li> <li>• There is no evidence of the application of relevant skills in the evaluation of the situation.</li> <li>• There is no evidence of the application of counseling theories in the development of the answer to the topic stated.</li> <li>• There is no logical sequencing of ideas throughout the paper.</li> <li>• The paper does not flow from one paragraph to the next.</li> <li>• Paragraphs are vague and/or rambling.</li> <li>• There are multiple distracting errors in sentence structure and word usage.</li> <li>• The paper contains numerous and distracting errors in punctuation, capitalization and spelling.</li> </ul>