Grading Rubric for Clinical Course

Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Course:\_\_\_\_\_\_\_Semester:\_\_\_\_\_Clinical Faculty’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_email:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Rating Scale**

|  |  |  |
| --- | --- | --- |
|  | **Skill Level** | **Definition** |
| **N** | Novice | Observes tasks only. Limited skills, knowledge, attitudes, and behaviors that define the content of the learning domains\* |
| **AB** | Advance Beginner | Needs direct supervision. Developing skills, knowledge, attitudes, and behaviors that define the content of the learning domains |
| **C** | Competent | Needs supervision periodically. Developed skills, knowledge, attitudes, and behaviors that define the content of the learning domains |
| **P** | Proficient | Able to perform without direct supervision. Advanced skills, knowledge, attitudes and behaviors that define the content of the learning domains |
| **E** | Expert | Able to supervise others. Authority for skills, knowledge, attitudes and behaviors that define the content of the learning domains |
|  | N/A | Not applicable or unable to observe during site visit |

\*Learning domains align with course objectives that include Core Competencies for Professional Nursing Education from the American Association of Colleges of Nursing, 2021 <https://www.aacnnursing.org/AACN-Essentials>. Knowledge, skills and attitudes are derived from the Quality, Safety, Education in Nursing <https://qsen.org/>. Rating scale adapted from Benner’s Expert to Novice <https://nursing-theory.org/theories-and-models/from-novice-to-expert.php>

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Element** | **Unsatisfactory**  **72% or less**  **F to C-** | **Satisfactory**  **73-79%**  **C to C+** | **Above Average**  **80-89%**  **B- to B+** | **Excellent**  **90-100%**   1. **to A** | **Points** |
| **Site Visit Performance**  *See Novice to*  *Expert Rating*  *Scale* | **0-21 points**  Mostly *novice* ratings on Site Visit Performance and no demonstration of improvement during the semester. | **22-23 points**  Mostly *novice* and *advanced beginner* on Site Visit Performance and little demonstration of improvement during the semester. | **24-26 points**  Mostly *competent* on Site Visit Performance and some demonstration of improvement during the semester. | **27-30 points**  Mostly *competent* and *proficient* on Site Visit Performance and demonstration of a lot of improvement during the semester. | **\_\_\_/30** |
| **Preceptor Evaluation of Student** | **0-6 points**  More than two unsatisfactory. Preceptor provides rare positive comments to faculty regarding student progression. | **7 points**  More than one unsatisfactory. Preceptor provides some positive comments to faculty regarding student progression. | **8 points**  All satisfactory. Preceptor provides mostly positive comments to faculty regarding student progression. | **9-10 points**  All satisfactory ratings. Preceptor provides all positive comments to faculty regarding student progression. | **\_\_\_\_/10** |
| **Student Self Evaluation** | **0-6 points**  Little reflective thought and clinical examples. Few realistic goals. | **7 points**  Some reflective thoughts and clinical examples. Some realistic goals. | **8 points**  Pertinent reflective thoughts and clinical examples. More realistic goals. | **9-10 points**  Advanced reflective thoughts with pertinent and realistic goals. | **\_\_\_\_/10** |
| **SOAP** |  |  |  | **See Rubric for SOAP** | **\_\_\_\_/20** |
| **Reflective Journal** | **0-13 points**  Does not track clinical hours and does not post by the due date. Journal entries are not very thoughtful with spelling and grammar errors. No significant challenge identified or reflective thought. | **14-15 points**  Does not track clinical hours and does not post by the due date. Journal entries are thoughtful with some spelling and grammar errors. Identified a challenge or something learned but lacked depth and reflection. | **16-17 points**  Tracks clinical hours and posts on time. Journal entries are thoughtful with appropriate spelling and grammar. Identified a challenge or something learned but lacked depth and reflection. | **18-20 points**  Tracks clinical hours and posts on time  Journal entries are thoughtful with appropriate spelling and grammar. Identified a challenge or something learned and exhibited depth and self-reflection. | **\_\_\_\_/20** |
| **Professionalism** | **0-6 points**  2 or more documents or assignments handed in late. Missed > 2 clinical conferences. Frequently arrives late or misses clinical days and rarely demonstrates caring behaviors (6 C’s) Hours are not verified with preceptor’s signature. | **7 points**  One or more documents or assignments handed in late. Missed > 2 clinical conferences. Occasionally arrives late to clinical. Occasionally demonstrates caring behaviors (6 C’s). Hours are not verified with preceptor’s signature. | **8 points**  One document or assignment handed in late. Attended all but one of the clinical conferences. Almost always arrives on time to clinical. Frequently demonstrates caring behaviors (6 C’s). Clinical hours verified with preceptor’s signature. | **9-10 points**  All documents and assignments handed in by due date. Attended all clinical conferences. Always arrived on time to clinical. Always employs caring behaviors (6 C’s). Clinical hours verified with preceptor’s signature | **\_\_\_\_/10** |
| Total Points |  |  |  | Grade: | \_\_\_\_/100 |