

Assessment Competence II Evaluation Rating Scale (ACER-II)

1. Student Name:

2. Rater Name:

3. Date:

Rubric for Evaluation of Assessment Competencies: Second year

4. A. Cognitive Functioning: Interpretation:

Accurate interpretation of obtained scores, indices, strengths/weaknesses, index differences, and integrates data adequately; subtests and indices described accurately in regard to abilities assessed; Absolute and relative strengths and weaknesses highlighted only if they represent significant differences; FSIQ and indices only interpreted as unitary constructs in the absence of significant variability of their component subtests.

- High Pass
- Pass
- Low Pass
- Fail

5. B. Personality / Affective Functioning: Interpretation:

Accurate interpretation of obtained scores, constellation tables, behavioral observations, & projective data, and integrates data adequately, with clear reference to the referral question; addresses inconsistencies in data and makes efforts to reconcile these; interprets individual differences as reflected in test data.

- High Pass
- Pass
- Low Pass
- Fail

6. C. Diversity and Ethical Practice

Report individualizes findings to the patient's demographics and personal context and reflects adherence to ethical guidelines for assessment; the importance of cultural diversity is integrated into the interpretation of test findings in a manner that is neither culture-bound nor culture-blind; appropriate cautions for interpreting findings mentioned.

- High Pass
- Pass
- Low Pass
- Fail

7. D. Summary/ Recommendations:

Summary flows naturally from test findings, integrates data including background information regarding the patient, addresses referral question; Recommendations flow naturally from summary, reflect integration of findings, are evidence-based, describe specific interventions, and are clear, realistic and practical for the setting.

- High Pass
- Pass
- Low Pass
- Fail

8. E. Communication of Findings/ Writing Quality

Report well written/ organized, with satisfactory presentation of inferences/ conclusions (avoiding jargon, typos, grammatical errors, vague language). Findings are communicated in a manner such that the individual differences that yield a picture of a real person are evident to the reader.

- High Pass
- Pass
- Low Pass
- Fail

9. F. OVERALL Integration of Findings and Overall Report Quality

Satisfactory interpretation, synthesis, and communication of findings; conceptualization addresses the referral question and weaves together findings from both cognitive and personality/ affective measures; primary conclusions are specific, well-differentiated, well supported, and flow logically from the data.

- High Pass
- Pass
- Low Pass
- Fail

10. Overall Comments as to Student's Strengths/ Weaknesses: