

**University of Florida  
Department of Communication Sciences & Disorders  
Clinical Performance Grading**

*Adapted from the University of South Carolina grading system*

This grading system takes into consideration a student's status in the master's program. The inexperience of first year student's is taken into account and the expectations for success are not as stringent as those for second year students who should be functioning more independently. As a student moves through practicum experiences, the expectations are greater in order for the student to obtain an acceptable grade. The accompanying Excel spreadsheet should calculate the total grade for you.

First Year Students			Second Year Students	
Fall I	Spring II	Summer III	Fall IV	Spring V

Scale I	Scale II	Scale III
A 5.2 or higher	A 6.2 or higher	A 7.2 or higher
A- 5.0-5.19	A- 6.0-6.19	A- 7.0-7.19
B+ 4.8-4.9	B+ 5.8-5.9	B+ 6.8-6.9
B 4.2-4.79	B 5.2-5.79	B 6.2-6.79
B- 4.0-4.19	B- 5.0-5.19	B- 6.0-6.19
C+ 3.8-3.9	C+ 4.8-4.9	C+ 5.8-5.9
C 3.2-3.79	C 4.2-4.79	C 5.2-5.79
C- 3.9-3.19	C- 4.0-4.19	C- 5.0-5.19

Scale IV	Scale V
A 7.7 or higher	A 8.2 or higher
A- 7.5-7.69	A- 8.0-8.19
B+ 7.3-7.49	B+ 7.8-7.9
B 6.7-7.29	B 7.2-7.79
B- 6.5-6.69	B- 7.0-7.19
C+ 6.3-6.49	C+ 6.8-6.9
C 5.7-6.29	C 6.2-6.79
C- 5.5-5.69	C- 6.0-6.19

Grade	Indication
A	<ul style="list-style-type: none"> <li>▪ Exceeds all mandated requirements</li> <li>▪ Majority of competencies exceed quality and expectations for students at this training level</li> <li>▪ Shows minimal need for direct or prescriptive instruction</li> <li>▪ Shows excellent ability applying previous or ongoing coursework and experiences and/or is able to hypothesize and appropriately apply conceptual and/or theoretical constructs of treatment, even when specific content has not been taught</li> <li>▪ Shows the ability to recognize, analyze and revise relevant aspects of treatment</li> <li>▪ Shows insightful observational and interpretive skills</li> <li>▪ Shows excellent awareness of client's perspective and needs</li> </ul>
A-	<ul style="list-style-type: none"> <li>▪ Exceeds most and satisfies all mandated requirements</li> <li>▪ Majority of competencies surpass the quality and expectations for students at</li> </ul>

	<p>this training level</p> <ul style="list-style-type: none"> <li>▪ Requires occasional direction of prescriptive information but generally extrapolates and applies information very quickly</li> <li>▪ Shows good ability to recognize, analyze, and revise relevant aspects of treatment, given occasional feedback</li> <li>▪ Shows good observational and interpretive skills</li> <li>▪ Shows good awareness of client's perspective and needs</li> <li>▪ Exceeds some and satisfies all mandated requirements</li> <li>▪ Clinical competencies show steady growth</li> <li>▪ Shows ability to abstract and generatively apply outlined principles of treatment, given examples</li> <li>▪ Integrates and utilizes information provided</li> <li>▪ Shows steady growth in observational and interpretive skills</li> <li>▪ Is developing good ability to recognize and revise relevant aspects of treatment, given feedback</li> </ul>
B	<ul style="list-style-type: none"> <li>▪ Has satisfied all mandated requirements</li> <li>▪ Shows steady growth in a specified set of clinical competencies</li> <li>▪ Requires frequent direct or prescriptive information, but can integrate and utilize information provided, given intermittent review</li> <li>▪ Understands and attempts to apply information given regarding conceptual, theoretical constructs</li> <li>▪ Is beginning to show growth in observational and interpretive skills</li> <li>▪ Now recognizes some aspects of treatment which need revision, given feedback</li> <li>▪ Shows emerging awareness of client's perspective and needs</li> </ul>
B-	<ul style="list-style-type: none"> <li>▪ Has satisfied most, but not all mandated requirements</li> <li>▪ Is beginning to show growth in a specified set of clinical competencies</li> <li>▪ Requires direct or prescriptive information; needs assistance integrating and utilizing information provided</li> <li>▪ Requires direct assistance applying information conceptually and/or theoretically, and in assessing client's perspective and needs</li> <li>▪ Incorporates suggested revisions; continues to need help recognizing the necessity and rationale for revisions</li> </ul>
C+	<ul style="list-style-type: none"> <li>▪ Has satisfied only a few of the mandated requirements</li> <li>▪ Is showing minimum growth only in very few clinical competencies</li> <li>▪ Requires a great deal of direct and prescriptive information</li> <li>▪ Needs much assistance integrating and utilizing information provided</li> <li>▪ Requires much time and attention in applying information conceptually/theoretically</li> <li>▪ Requires a great deal of assistance in observational and interpretive skills and in assessing client's perspective and needs</li> <li>▪ Appears to benefit only minimally from such assistance</li> <li>▪ Interprets suggestions with only a minimal understanding of why revisions are necessary relative to this client</li> <li>▪ Shows only occasional instances of ability to independently recognize need or rationale for revisions.</li> </ul>
C	<ul style="list-style-type: none"> <li>▪ Has inadequately attempted to meet most mandated requirements</li> <li>▪ Is not yet showing growth in a specified set of clinical competencies</li> <li>▪ Requires repeated direct or prescriptive information</li> <li>▪ Needs repeated assistance integrating and utilizing information provided</li> <li>▪ Shows little evidence of abstracting underlying principles of treatment</li> <li>▪ Requires repeated direct assistance applying information conceptually/theoretically</li> <li>▪ Requires repeated assistance in observational and interpretive skills, and in assessing client's perspective and needs</li> <li>▪ Does not appear to benefit from such assistance</li> </ul>
C-	<ul style="list-style-type: none"> <li>▪ Has not met most mandated requirements</li> </ul>

	<ul style="list-style-type: none"><li>▪ Shows little growth in any area of case management</li><li>▪ Despite repeated prescriptive information, shows complete dependence on supervisor to determine goals, rationales, procedures, and techniques appropriate for this client's treatment</li><li>▪ Relies totally on supervisor to collect and analyze data</li><li>▪ Shows no independent ability to recognize or understand need or rationale for revisions</li></ul>
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