Rubrics for Clinical Assessment

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Why Rubrics?

- Student expectations
- Student self-assessment
- Faculty calibration
- Grade inflation
- Identification of students at risk for early intervention
Step 1: Reflecting

- Clinical assessment method for operative and ODTP
- Knowledge, skills and values needed
- What was acceptable and what was not (critical error)
- How to assess third and fourth year when expectations are different
Step 2: Listing

• Learning objectives
  – Knowledge
  – Skills
  – Values

• Varied with topic i.e. NERB criteria
### Step 3: Grouping and Labeling

### Step 4: Application

- **Categories and Competencies**

<table>
<thead>
<tr>
<th>Oral Diagnosis Criteria</th>
<th>Performance Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Honors Level</td>
</tr>
<tr>
<td></td>
<td>(must meet all listed criteria)</td>
</tr>
<tr>
<td></td>
<td>Progressing Satisfactorily (+)</td>
</tr>
<tr>
<td></td>
<td>Needs Improvement (-)</td>
</tr>
<tr>
<td></td>
<td>Critical Error</td>
</tr>
</tbody>
</table>

#### SDM Competency #1.3:
Access and evaluate the scientific literature, using information technology resources, to support lifelong learning and evidence based decisions about patient care.

#### SDM Competency #2.1:
Identify the patient’s chief complaint and expectations, obtain and interpret a comprehensive medical and dental history, review of systems, physical assessment and social history.

#### SDM Competency #2.2:
Recognize oral disease, deviations from health and other systemic conditions that require treatment or management to include monitoring, consultation, or referral to professional colleagues when indicated.

#### SDM Competency #2.3:
Identify, perform/order and interpret appropriate diagnostic procedures leading to both differential and definitive diagnoses.

### Health History

- **a. Chief Complaint**
  - Independently identifies the chief complaint.
  - Requires faculty prompting to identify the chief complaint.
  - Despite faculty prompting, is unable to identify the chief complaint.
  - Requires faculty prompting to identify appropriate diagnostic tests.
  - Requires faculty prompting to correctly establish a differential or definitive diagnosis based on data collected.
  - Despite faculty prompting, is unable to correctly establish a differential or definitive diagnosis.

  - Independently identifies diagnostic tests appropriate for the history obtained.
  - Requires faculty prompting to identify appropriate diagnostic tests.
  - Requires faculty prompting to correctly establish a differential or definitive diagnosis based on data collected.
  - Despite faculty prompting, is unable to identify appropriate diagnostic tests.
Addressing levels of expectation

**ORAL DIAGNOSIS**

**DAILY GRADE SCALE (negative marks take precedence over honors marks):**

<table>
<thead>
<tr>
<th>3rd Year Students</th>
<th>4th Year Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 or 4 honors marks = 100</td>
<td>3 or 4 honors marks = 100</td>
</tr>
<tr>
<td>1 or 2 honors marks = 96</td>
<td>1 or 2 honors marks = 92</td>
</tr>
<tr>
<td>All plus (+) marks = 92</td>
<td>All plus (+) marks = 88</td>
</tr>
<tr>
<td>1 negative (-) mark = 88</td>
<td>1 negative (-) mark = 84</td>
</tr>
<tr>
<td>2 negative (-) marks = 84</td>
<td>2 negative (-) marks = 78</td>
</tr>
<tr>
<td>3 negative (-) marks = 80</td>
<td>3 negative (-) marks = 70</td>
</tr>
<tr>
<td>4 negative (-) marks = 75</td>
<td>4 or more negative (-) marks or 1 or more critical error(s) = 69</td>
</tr>
<tr>
<td>5 or more negative marks or 1 or more critical error(s) = 69</td>
<td>5 or more negative marks or 1 or more critical error(s) = 69</td>
</tr>
</tbody>
</table>

**NO CREDIT if any one of the following occurs:**

- Score of 69
- Faculty intervention which is excessive given educational level

**COMPETENCY PROGRESSION EXAMINATION**

| 3 or 4 honors marks = 100 | 3 or 4 honors marks = 100 |
| 1 or 2 honors marks = 92 | 1 or 2 honors marks = 92 |
| All plus (+) marks = 88 | All plus (+) marks = 88 |
| 1 negative (-) mark = 84 | 1 negative (-) mark = 84 |
| 2 or more negative (-) marks or 1 or more critical error(s) or student/faculty impression deviates in 3 or more areas = 69 | 2 or more negative (-) marks or 1 or more critical error(s) or student/faculty impression deviates in 3 or more areas = 69 |

**FINAL SENIOR COMPETENCY**

**FACULY INTERVENTION:** if excessive given educational level = 0
Problems

- Calibration of faculty and students
  - Grade inflation
  - Student self-assessment and feedback

- Arbitrary grade scale

- Identification of students at risk
What next?

• Continued calibration

• Incorporation of rubric into syllabi

• Incorporation of rubric into axium?