**MCMI-III PowerPoint**

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|  | **1 Unsatisfactory 0.00%** | **2 Less than Satisfactory 74.00%** | **3 Satisfactory 79.00%** | **4 Good 87.00%** | **5 Excellent 100.00%** |
| **100.0 %Content** |  | | | | | |
| **10.0 %What is the MCMI-III and what does it measure** | Does not identify what the MCMI-III is or what it measures. | The MCMI-III was identified, but a less than appropriate description of what it measures is included. The description is unclear or inappropriate for the MCMI-III. Demonstrates poor understanding of the MCMI-III and what it measures. | The MCMI-III was identified, and an appropriate description of what it measures is included. Demonstrates a basic understanding of the MCMI-III and what it measures. | The MCMI-III is identified and the description of what it measures is very appropriate. Description of measurement is clearly articulated, with some evidence to support claims. Demonstrates a good understanding of the MCMI-III and what it measures. | The MCMI-III is identified and the description of what it measures is completely appropriate. Description of measurement is comprehensively articulated, with strong evidence to support claims; rationale is virtually flawless. Demonstrates an exceptional understanding of the MCMI-III and what it measures. |  |
| **20.0 %Legal and ethical requirements for administration, interpretation, and reporting** | Does not include legal and ethical requirements. | Gives details of the legal and ethical requirements in a less than satisfactory manner; unclear or inappropriate requirements related to administration, interpretation, and/or reporting are listed. Demonstrates poor understanding of the requirements of the MCMI-III. | Minimally details the legal and ethical requirements. A limited grasp of the requirements for administration, interpretation, and/or reporting is shown. Demonstrates a basic understanding of the requirements of the MCMI-III. | Adequately details the legal and ethical requirements. Requirements for administration, interpretation, and reporting are appropriate and the description shows why they are necessary. Demonstrates a good understanding of the requirements of the MCMI-III. | Comprehensively details the legal and ethical requirements. Requirements for administration, interpretation, and reporting are comprehensive and completely appropriate. Description clearly details why all are necessary; rationale is virtually flawless. Demonstrates an exceptional understanding of the requirements of the MCMI-III. |  |
| **20.0 %How gathered information assists the intake and treatment planning process** | Does not discuss how gathered information assists the intake and treatment planning processes. | Describes how gathered information assists the intake and treatment planning processes in a less than satisfactory manner. The description is unclear or inappropriate for the content. Demonstrates poor understanding of how gathered information can assist in processes. | Minimally describes how gathered information assists the intake and treatment planning processes. A limited grasp of the information and processes is shown. Demonstrates a basic understanding of how gathered information can assist in processes. | Adequately details how gathered information assists the intake and treatment planning processes. Information and processes are appropriate and show why they are necessary. Demonstrates a good understanding of how gathered information can assist in processes. | Comprehensively details how gathered information assists the intake and treatment planning processes. Information and processes are comprehensive and completely appropriate. Description clearly details the interrelation of each; rationale is virtually flawless. Demonstrates an exceptional understanding of how gathered information can assist in processes. |  |
| **20.0 %Potential treatment strategies incorporated** | Does not include potential treatment strategies. | Gives details of treatment strategies in a less than satisfactory manner; unclear or inappropriate strategies are listed. Demonstrates poor understanding of potential treatment strategies to incorporate. | Minimally details treatment strategies. A limited grasp of potential strategies is shown. Demonstrates a basic understanding of potential treatment strategies to incorporate. | Adequately details treatment strategies. Potential strategies are appropriate and the description shows why strategies are relevant and necessary. Demonstrates a good understanding of potential treatment strategies to incorporate. | Comprehensively details treatment strategies. Potential strategies are comprehensive and completely appropriate. Description clearly details why all strategies are relevant and necessary; rationale is virtually flawless. Demonstrates an exceptional understanding of potential strategies to incorporate. |  |
| **10.0 %Layout** | The layout is cluttered, confusing, and does not use spacing, headings, and subheadings to enhance the readability. The text is extremely difficult to read with long blocks of text, small point size for fonts, and inappropriate contrasting colors. Poor use of headings, subheadings, indentations, or bold formatting is evident. | The layout shows some structure, but appears cluttered and busy or distracting with large gaps of white space or a distracting background. Overall readability is difficult due to lengthy paragraphs, too many different fonts, dark or busy background, overuse of bold, or lack of appropriate indentations of text. | The layout uses horizontal and vertical white space appropriately. Sometimes the fonts are easy to read, but in a few places the use of fonts, italics, bold, long paragraphs, color, or busy background detracts and does not enhance readability. | The layout background and text complement each other and enable the content to be easily read. The fonts are easy to read and point size varies appropriately for headings and text. | The layout is visually pleasing and contributes to the overall message with appropriate use of headings, subheadings, and white space. Text is appropriate in length for the target audience and to the point. The background and colors enhance the readability of the text. |  |
| **10.0 %Language Use and Audience Awareness (includes sentence construction, word choice, etc.)** | Inappropriate word choice and lack of variety in language use are evident. Writer appears to be unaware of audience. Use of "primer prose" indicates writer either does not apply figures of speech or uses them inappropriately. | Some distracting inconsistencies in language choice (register) and/or word choice are present. The writer exhibits some lack of control in using figures of speech appropriately. | Language is appropriate to the targeted audience for the most part. | The writer is clearly aware of audience, uses a variety of appropriate vocabulary for the targeted audience, and uses figures of speech to communicate clearly. | The writer uses a variety of sentence constructions, figures of speech, and word choice in distinctive and creative ways that are appropriate to purpose, discipline, and scope. |  |
| **5.0 %Mechanics of Writing (includes spelling, punctuation, grammar, language use)** | Slide errors are pervasive enough that they impede communication of meaning. | Frequent and repetitive mechanical errors distract the reader. | Some mechanical errors or typos are present, but are not overly distracting to the reader. | Slides are largely free of mechanical errors, although a few may be present. | Writer is clearly in control of standard, written academic English. |  |
| **5.0 %Evaluating and Documenting Sources (in-text citations for paraphrasing and direct quotes, references page listing and formatting, as appropriate to assignment and style)** | Contains no title slide, no references section, and no correctly cited references within the body of the presentation. | Title slide is incomplete or inaccurate. References section includes sources, but many citation errors. Citations are included within the body of the presentation but with many errors. | Title slide has minor errors. References section includes sources, but they are not consistently cited correctly. Citations are included within the body of the presentation but with some errors. | Title slide is complete. References section includes correctly cited sources with minimal errors. Correct citations are included within the body of the presentation. | Title slide is complete. References section includes correctly cited sources. Correct citations are included within the body of the presentation. |  |
| **100 %Total Weightage** |  | | | | |  |