

**PERFORMANCE RATING SCALE**

[Click to see Rating Scale](#)

Please refer to the Performance Rating Scale for grading criteria. Use a score between 1 and 5, in 0.25 increments (1.25, 1.5 etc.)

- 1 - Introductory                      4 - Developing Level III
- 2 - Developing Level I            5 - Mastery
- 3 - Developing Level II

**CMSD 588 – Educational Fieldwork II**

\* If n/a, please leave space blank

Evaluation skills	Expected Level at Final Evaluation (Can be an average across the "big 9")	Articulation?	Fluency?	Voice?	Language?	Hearing?	Swallowing?	Cognition?	Social Aspects?	Communication Modalities?
		Refer to Performance Rating Scale above and place number corresponding to skill level in every observed box.								
1. Conducts screening and prevention procedures (std III-D, std IV-G, 1a). 2	<b>(5)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Performs chart review and collects case history from interviewing patient and/or relevant others (std IV-G, 1b).	<b>(5)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Selects appropriate evaluation instruments/procedures (std IV-G, 1c). 2	<b>(5)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Administers and scores diagnostic tests correctly (std IV-G, 1c).	<b>(5)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Adapts evaluation procedures to meet patient needs (std IV-G, 1d).	<b>(5)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Possesses knowledge of etiologies and characteristics for each communication and swallowing disorder (std III-C).	<b>(4)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Interprets and formulates diagnosis from test results, history, and other behavioral observations (std IV-G, 1e). 2	<b>(4)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Makes appropriate recommendations for intervention (std IV-G, 1e).	<b>(5)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Completes administrative functions and documentation necessary to support evaluation (std IV-G, 1f). 2	<b>(5)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Makes appropriate recommendations for patient referrals (std IV-G, 1g). 2	<b>(4)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Score totals:		0	0	0	0	0	0	0	0	0
Total number of items scored:		0	Total number of points:		0	Section Average:		0		
<b>Comments:</b>										

Treatment skills		Articulation?	Fluency?	Voice?	Language?	Hearing?	Swallowing?	Cognition?	Social Aspects?	Communication Modalities?
		Refer to Performance Rating Scale above and place number corresponding to skill level in every observed box.								
1. Develops appropriate treatment plans with measurable and achievable goals. Collaborates with clients/patients and relevant others in the planning process. (std IV-G, 2a) 2	<b>(5)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Implements treatment plans (std IV-G, 2b).	<b>(5)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Selects and uses appropriate materials/instrumentation (std IV-G, 2c).	<b>(5)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Sequences task to meet objectives.	<b>(5)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Provides appropriate introduction/explanation of tasks.	<b>(5)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Uses appropriate models, prompts or cues. Allows time for patient response.	<b>(5)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Provides accurate and immediate feedback to client.	<b>(5)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Measures and evaluates patients' performance and progress (std IV-G, 2d). 2	<b>(5)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Adapts treatment session to meet individual patient needs (std IV-G, 2e). 2	<b>(5)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Completes administrative functions and documentation necessary to support treatment (std IV-G, 2f). 2	<b>(5)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Identifies and refers patients for services as appropriate (std IV-G, 2g). 2	<b>(4)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Score totals:		0	0	0	0	0	0	0	0	0
Total number of items scored:		0	Total number of points:		0	Section Average:		0		
<b>Comments:</b>										

PERFORMANCE RATING SCALE

[Click to see Rating Scale](#)

Please refer to the Performance Rating Scale for grading criteria. Use a score between 1 and 5, in 0.25 increments (1.25, 1.5 etc.)

- 1 - Introductory      4 - Developing Level III  
2 - Developing Level I      5 - Mastery  
3 - Developing Level II

\* If n/a, please leave space blank

<b>Preparedness, Interaction, and Personal Qualities</b>	<b>Score</b>
1. Possesses foundation for basic human communication and swallowing processes (std III-B).	<input type="text" value="5"/>
2. Possesses the knowledge to integrate research principles into evidence-based clinical practice (std III-F).	<input type="text" value="4"/>
3. Possesses knowledge of contemporary professional issues and advocacy (std III-G).	<input type="text" value="4"/>
4. Communicates effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the patient, family, caregiver, and relevant others (std IV-G, 3a). <u>2</u>	<input type="text" value="5"/>
5. Establishes rapport and shows sensitivity to the needs of the patient.	<input type="text" value="5"/>
6. Uses appropriate rate, pitch, and volume when interacting with patients or others.	<input type="text" value="5"/>
7. Provides counseling and supportive guidance regarding communication and swallowing disorders to patients, family, caregivers, and relevant others (std IV-G, 3c).	<input type="text" value="4"/>
8. Collaborates with other professionals in case management (std IV-G, 3b).	<input type="text" value="5"/>
9. Works effectively with interpreters/ translators.	<input type="text" value="4"/>
10. Displays effective oral communication with patient, family, or other professionals (std IV-B).	<input type="text" value="5"/>
11. Displays effective written communication for all professional correspondence (std IV-B). <u>2</u>	<input type="text" value="5"/>
12. Adheres to the ASHA Code of Ethics and conducts him or herself in a professional, ethical manner (std III-E, IV-G, 3d).	<input type="text" value="5"/>
13. Assumes a professional level of responsibility and initiative in completing all requirements.	<input type="text" value="5"/>
14. Asks appropriate number and type of questions; shows evidence of critical thinking.	<input type="text" value="5"/>
15. Independently solves problems; seeks advice when needed. <u>2</u>	<input type="text" value="5"/>
16. Demonstrates openness and responsiveness to clinical supervision and suggestions. <u>2</u>	<input type="text" value="5"/>
17. Recognizes basic personal strengths and weaknesses <u>2</u>	<input type="text" value="5"/>
18. Personal appearance is professional and appropriate for the clinical setting.	<input type="text" value="5"/>
Total number of items scored: <u>0</u> Total number of points: <u>0</u> Section Average: <u>0</u>	
<b>Comments:</b> <div style="border: 1px dashed black; height: 100px; width: 100%;"></div>	

PERFORMANCE RATING SCALE  
Click to see Rating Scale

Please refer to the Performance Rating Scale for grading criteria. Use a score between 1 and 5, in 0.25 increments (1.25, 1.5 etc.)

- 1 - Introductory                      4 - Developing Level III  
 2 - Developing Level I              5 - Mastery  
 3 - Developing Level II

\* If n/a, please leave space blank

Educational Fieldwork Skills (only complete for Educational Fieldwork I or II)	Score
1. Demonstrates familiarity with tests used in the SELPA	4
2. Selects appropriate behavioral observations	4
3. Selects appropriate formal/standardized tests	5
4. Selects appropriate informal tests/procedures	4
5. Selects appropriate instrumental procedures	4
6. Conducts testing within required timelines	5
7. Accurately summarizes client's disorder	4
8. Accurately summarizes client's level of performance	5
9. Uses professional writing to summarize client's performance	4
10. Writes goals that reflect knowledge of state standards	5
11. Demonstrates understanding of eligibility criteria	5
12. Demonstrates knowledge of IDEA and NCLB	5
13. Demonstrates familiarity with RTI	5
14. Demonstrates creativity within treatment sessions	5
15. Conducts group/individual sessions efficiently/with confidence	5
16. Pacing is appropriate, neither too slow or fast for the client	5
17. Uses effective reinforcement and motivational techniques	5
18. Sets up/ arranges the environment and prepares ahead	5
19. Keeps track of time; starts and ends session on time	5
20. Develops and writes at least one IEP	4
21. Conducts at least one MDC/IEP meeting	4
22. Explains assessment process and procedures to parents	5
23. Uses appropriate language (professional/ lay) for explaining diagnostic results	5
24. Establishes appropriate IEP goals	5
25. Articulates role of each IEP team member	5
26. Demonstrates knowledge of effect of communication impairment on academic skills	4
27. Demonstrates awareness of special education laws	5
28. Demonstrates awareness of client's/parent's rights	5
Total number of items scored: <u>  0  </u> Total number of points: <u>  0  </u> Section Average: <u>  0  </u>	

**Comments:**

PERFORMANCE RATING SCALE

[Click to see Rating Scale](#)

Please refer to the Performance Rating Scale for grading criteria. Use a score between 1 and 5, in 0.25 increments (1.25, 1.5 etc.)

- 1 - Introductory                      4 - Developing Level III
- 2 - Developing Level I            5 - Mastery
- 3 - Developing Level II

\* If n/a, please leave space blank

Medical Fieldwork Skills (only complete for Medical Fieldwork I & II)	Score
1. Defines basic medical terms & abbreviations	<input type="text"/>
2. Takes case history	<input type="text"/>
3. Conducts Bedside Swallow Evaluation	<input type="text"/>
4. Conducts MBS	<input type="text"/>
5. Conducts additional swallow evaluations (specify types of assessment)	<input type="text"/>
6. Considers speech, language, cognition, swallowing and hearing when doing an assessment	<input type="text"/>
7. Accurately summarizes patient's speech, language, cognition, swallowing and hearing following an assessment	<input type="text"/>
8. Relates diagnostic severity level to pre morbid level	<input type="text"/>
9. Matches treatment task to objective	<input type="text"/>
10. Clearly explains concepts / rationale / instructions to client at appropriate level	<input type="text"/>
11. Carries conversation with clients	<input type="text"/>
12. Uses patient history to plan goals and treatment tasks	<input type="text"/>
13. Explains factors that may affect patient performance	<input type="text"/>
14. Conducts group/individual sessions efficiently/with confidence	<input type="text"/>
15. Pacing is appropriate, neither too slow or fast for the client	<input type="text"/>
16. Uses effective reinforcement and motivational techniques	<input type="text"/>
17. Sets up/ arranges the environment and prepares head	<input type="text"/>
18. Keeps track of time; starts and ends session on time	<input type="text"/>
19. Uses appropriate language (e.g. layman's terms) for explaining diagnostic results	<input type="text"/>
20. Demonstrates creativity with treatment session	<input type="text"/>
Total number of items scored: <u>  0  </u> Total number of points: <u>  0  </u> Section Average: <u>  0  </u>	
Comments:	