

Performance Evaluation

Evaluation has been finalized and cannot be edited. (Except by an admin.)

Supervisor: ., Undergraduate Supervisor

*Student:

*Site:

*Evaluation Type:

*Term:

*Course number:

*Patient population:

- Young Child (0-5)
- Child (6-17)
- Adult (18-64)
- Older adult (65+)

* Severity of Disorders (check all that apply):

- Within Normal Limits
- Mild
- Moderate
- Severe

Interprofessional (or collaborative) practice (IPP) includes (check all that apply): [\[?\]](#)

- Audiologist
- Dentist
- Dietitian
- Family Member
- Nurse/Nurse Practitioner
- Occupational Therapist
- Pharmacist
- Physical Therapist

Cultural and Linguistic Variables (check all that apply when the variables for the client/patient differ from that of the student): [\[?\]](#)

- Age
- Bilingual/Multilingual
- d/Deaf and Hard of Hearing
- Disability
- Ethnicity
- Gender Expression
- Gender Identity

- Physician
- Physician Assistant
- Psychologist/School Psychologist
- Recreational Therapist
- Respiratory Therapist
- Social Worker
- Special Educator
- Teacher (classroom, ESL, resource, etc.)
- Vocational Rehabilitation Counselor
- Other
- National Origin
- Non-Verbal Language
- Race
- Religion
- Sex
- Sexual orientation
- Verbal Language
- Veteran Status
- Other

Save

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

Evaluation Skills	Speech Sound Production [?]	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, including prevention activities (CFCC V-B, 1a)	□	□	□	□	□	□	□	□	□
2. Demonstrates current knowledge of the principles and methods of prevention and assessment, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates (CFCC IV-D)	—	Average expectation across all areas =2							—
3. Collects case history information and integrates information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals (CFCC V-B, 1b)	□	□	□	□	□	□	□	□	□
4. Selects appropriate evaluation procedures (CFCC V-B, 1c) [?]	—	Average expectation across all areas =1							—
5. Administers non-standardized and standardized tests correctly (CFCC V-B, 1c) [?]	—	Average expectation across all areas =1							—
6. Adapts evaluation procedures to meet the needs of individuals receiving services (CFCC V-B, 1d)	—	Average expectation across all areas =1							—
7. Demonstrates knowledge of communication and swallowing disorders and	—	Average expectation across all areas =2							—

differences (CFCC IV-C) [?]									
8. Interprets, integrates, and synthesizes all information to develop diagnoses (CFCC V-B, 1e)	<input type="checkbox"/>	Average expectation across all areas =1							<input type="checkbox"/>
9. Interprets, integrates, and synthesizes all information to make appropriate recommendations for intervention (CFCC V-B, 1e)	<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 and reporting functions necessary to support evaluation (CFCC V-B, 1f)	<input type="checkbox"/>	Average expectation across all areas =2							<input type="checkbox"/>
11. Refers clients/patients for appropriate services (CFCC V-B, 1g) [?]	<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:	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total number of items scored: <u>0</u> Total number of points: <u>0</u> Section Average: <u>0</u>									
Comments:									

Save

Treatment Skills	Speech Sound Production [?]	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 setting-appropriate intervention plans with measurable and achievable goals that meets client/patient needs, demonstrating knowledge of the principles of intervention and including consideration of anatomical/physiological, developmental, and linguistic cultural correlates. Collaborates with clients/patients and relevant others in the planning process (CFCC IV-D, V-B, 2a)	<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 intervention plans that involve clients/patients and relevant others in the intervention process (CFCC V-B, 2b)	<input type="checkbox"/>	Average expectation across all areas =3							<input type="checkbox"/>
3. Provides accurate and immediate feedback to client	<input type="checkbox"/>	Average expectation across all areas =3							<input type="checkbox"/>
4. Selects or develops and uses appropriate materials and instrumentation (CFCC V-B, 2c)	<input type="checkbox"/>	Average expectation across all areas =3							<input type="checkbox"/>
5. Measures and evaluates clients'/patients' performance and progress (CFCC V-B, 2d)	<input type="checkbox"/>	Average expectation across all areas =3							<input type="checkbox"/>
6. Modifies intervention plans, strategies, materials, or instrumentation to meet individual client/patient needs (CFCC V-B, 2e)	<input type="checkbox"/>	Average expectation across all areas =3							<input type="checkbox"/>
7. Completes administrative and reporting functions necessary to support intervention (CFCC V-B, 2f)	<input type="checkbox"/>	Average expectation across all areas =3							<input type="checkbox"/>
8. Identifies and refers patients for services as appropriate (CFCC V-B, 2g) [?]	<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:	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total number of items scored: <u>0</u> Total number of points: <u>0</u> Section Average: <u>0</u>									
Comments:									

Save

Additional Clinical Skills	Score
1. Sequences tasks to meet objectives	3
2. Provides appropriate introduction/explanation of tasks	3
3. Uses appropriate models, prompts or cues. Allows time for patient response.	3.5
4. Demonstrates effective behavior management skills	2
5. Works effectively with interpreters/translators	2
6. Practices diversity, equity and inclusion (CAA 3.4B)	3
7. Addresses culture and language in service delivery that includes cultural humility, cultural responsiveness, and cultural competence (CAA 3.4B)	3
8. Demonstrates clinical education and supervision skills. Demonstrates a basic understanding of and receives exposure to the supervision process. (CAA 3.1.6B) [?]	
Total number of items scored: 7 Total number of points: 19.5 Section Average: 2.79	
Comments:	

Save

Professional Practice, Interaction and Personal Qualities	Score
1. Demonstrates knowledge of basic human communication and swallowing processes. Demonstrates the ability to integrate information pertaining to normal and abnormal human development across the life span (CFCC IV-B; CAA 3.1.6B) [?]	2
2. Demonstrates knowledge of processes used in research and integrates research principles into evidence-based clinical practice (CFCC IV-F; CAA 3.1.1B Evidenced-Based Practice) [?]	
3. Demonstrates knowledge of contemporary professional issues that affect Speech-Language Pathology (CFCC IV-G; CAA 3.1.1B) [?]	1
4. Demonstrates knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice (CFCC IV-H)	
5. Communicates effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the individual(s) receiving services, family, caregivers, and relevant others (CFCC V-B, 3a; CAA 3.1.1B Effective Communication Skills, CAA 3.1.6B) [?]	3
6. Provides counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others (CFCC V-B, 3c; CAA 3.1.6B) [?]	2
7. Manages the care of individuals receiving services to ensure an interprofessional, team-based collaborative practice (CFCC V-B, 3b; CAA 3.1.1B) [?]	
8. Demonstrates skills in oral and other forms of communication sufficient for entry into professional practice (CFCC V-A) [?]	2.5
9. Demonstrates skills in written communication sufficient for entry into professional practice (CFCC V-A) [?]	2
10. Demonstrates knowledge of standards of ethical conduct, behaves professionally and protects client welfare (CFCC IV-E, V-B, 3d; CAA 3.1.1B-Accountability; 3.8B) [?]	4
11. Demonstrates an understanding of the effects of own actions and makes appropriate changes as needed (CAA 3.1.1B - Accountability)	5
12. Demonstrates professionalism (CAA 3.1.1B - Professional Duty, 3.1.6B) [?]	4

Total number of items scored: 9 Total number of points: 25.5 Section Average: 2.83

Comments:

Save

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

29. Plans, implements, and evaluates a transitional plan	<input type="text"/>
30. Plans, implements, and evaluates a secondary transitional plan	<input type="text"/>
31. Demonstrates least biased testing techniques and methodologies	3

Total number of items scored: 16 Total number of points: 35 Section Average: 2.19

Comments:

Save

Fieldwork Skills (Only complete for Medical Fieldwork I and Fieldwork II, if applicable)	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 ahead	<input type="text"/>
18. Keeps track of time; starts and ends session on time	<input type="text"/>
19. Uses appropriate language (professional/ lay) for explaining diagnostic results	<input type="text"/>
20. Demonstrates creativity within treatment sessions	<input type="text"/>

Total number of items scored: 0 Total number of points: 0 Section Average: 0

Comments:

Save

Met All	Not Met All	(N/A) All	Met/Not Met**
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	1. Demonstrates openness and responsiveness to clinical supervision and suggestions
			2. Personal appearance is professional and appropriate for the clinical setting

<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	3. Displays organization and preparedness for all clinical sessions
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	4. Uses appropriate rate, pitch, and volume when interacting with patients or others
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	5. Asks appropriate number and type of questions; shows evidence of critical thinking
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	6. Independently solves problems; seeks advice when needed
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	7. Recognizes basic personal strengths and weaknesses
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	8. Practices the principles of universal precautions to prevent the spread of infectious and contagious diseases (CAA 3.8B)
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	9. Differentiates service delivery models based on practice sites (e.g., hospital, school, private practice) (CAA 3.1.1B - Accountability)
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	10. Explains healthcare landscape and how to facilitate access to services in the healthcare sector (CAA 3.1.1B - Accountability)
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	11. Explains educational landscape and how to facilitate access to services in the educational sector (CAA 3.1.1B - Accountability)
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	12. Identifies and acknowledges the impact of both implicit and explicit bias in clinical service delivery and actively explores individual biases and how they relate to clinical services (CAA 3.4B)
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	13. Identifies and acknowledges the impact of how their own set of cultural and linguistic variables affects clients/patients/students' care (CAA 3.4B) [?]
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	14. Identifies and acknowledges the impact cultural and linguistic variables of the individual served may have on delivery of effective care (CAA 3.4B) [?]
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	15. Identifies and acknowledges the interaction of cultural and linguistic variables between caregivers and the individual served (CAA 3.4B) [?]
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	16. Identifies and acknowledges the social determinants of health and environmental factors for individuals served and how these determinants relate to clinical services (CAA 3.4B) [?]
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	17. Identifies and acknowledges the impact of multiple languages. Explores approaches to address bilingual/multilingual individuals requiring services, including understanding the difference in cultural perspectives of being d/Deaf and acknowledge Deaf cultural identities. (CAA 3.4B)
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	18. Recognizes that cultural and linguistic diversity exists among various groups (including d/Deaf and hard of hearing individuals) and fosters the acquisition and use of all languages (verbal and nonverbal), in accordance with individual priorities and needs (CAA 3.4B)
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	19. Engages in self-assessment to improve effectiveness in the delivery of clinical services (CAA 3.1.6B)

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Strengths:

Improvements since last evaluation if applicable:

Opportunities for growth:

Recommendations for continued growth:

Do you recommend an intervention or action plan for this student? If yes, what skills should be supported and what specific recommendations do you have for the intervention or action plan?:

Total points (all sections included): 80 Adjustment: 0.0
divided by total number of items 32

Evaluation score: 2.5
Letter grade Passing

By entering the student's name, I verify that this evaluation has been reviewed and discussed with the student prior to final submission.

Student name: Date reviewed:

I verify that this evaluation is being submitted by the assigned clinical educator/supervisor and that I have mentored/educated the above-named student.

*Clinical educator/supervisor name: *Date completed:

Final submission (if this box is checked, no more changes will be allowed!)

Save

Standards referenced herein are those contained in the Membership and Certification Handbook of the American Speech-Language-Hearing Association. Readers are directed to the ASHA Web site to access the standards in their entirety: [CFCC Standards](#) | [CAA Standards](#)

Authored by: Laurel H. Hays, M.Ed., CCC-SLP and Satyajit P. Phanse, M.S.

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