

PERFORMANCE RATING SCALE

Please refer to the Clinical Competency Key for grading criteria for each clinical competency level. Use a score between 1 and 4, in 0.25 increments (1.25, 1.5 etc.)

- 1 - Performs Unsatisfactorily
- 2 - Needs Improvement in Performance
- 3 - Meets Performance Expectations
- 4 - Exceeds Performance Expectations

* If n/a, please leave space blank

| Evaluation | 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 (std IV-D, std V-B, 1a) | | | | | | | | | | |
| 2. Performs chart review and collects case history from interviewing client and/or relevant others (std V-B, 1b) | | | | | | | | | | |
| 3. Selects appropriate evaluation instruments/procedures (std V-B, 1c) | | | | | | | | | | |
| 4. Organizes room and materials. Demonstrates familiarity and comfort with evaluation tools. | | | | | | | | | | |
| 5. Administers and scores diagnostic tests correctly (std V-B, 1c) | | | | | | | | | | |
| 6. Observes and documents relevant client/family behaviors | | | | | | | | | | |
| 7. Adapts evaluation procedures to meet client needs (std V-B, 1d) | | | | | | | | | | |
| 8. Possesses knowledge of etiologies and characteristics for each communication and swallowing disorder (std IV-C) | | | | | | | | | | |
| 9. Interprets and formulates diagnosis from test results, history, and other behavioral observations (std V-B, 1e) | | | | | | | | | | |
| 10. Makes appropriate recommendations for intervention (std V-B, 1e) | | | | | | | | | | |
| 11. Completes administrative functions and documentation necessary to support evaluation (std V-B, 1f) | | | | | | | | | | |
| 12. Makes appropriate recommendations for client referrals (std V-B, 1g) | | | | | | | | | | |
| Score totals: | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total number of items scored: 0 Total number of points: 0 Section Average: 0 | | | | | | | | | | |
| Comments: | | | | | | | | | | |
| | | | | | | | | | | |

| Intervention | 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 appropriate treatment plans with measurable and achievable goals (std V-B, 2a) | | | | | | | | | | |
| 2. Uses data to guide treatment; develops multi-session task hierarchies | | | | | | | | | | |
| 3. Implements treatment plans (std V-B, 2b) | | | | | | | | | | |
| 4. Selects and uses appropriate materials/instrumentation (std V-B, 2c) | | | | | | | | | | |
| 5. Provides appropriate introduction/explanation of tasks | | | | | | | | | | |
| 6. Models target effectively, elicits multiple productions of target | | | | | | | | | | |
| 7. Uses appropriate models, prompts, or cues. Allows time for client response. | | | | | | | | | | |
| 8. Sequences tasks to meet objectives | | | | | | | | | | |
| 9. Facilitates cooperation by conveying limits, consistently enforcing limits and reacting constructively to non-compliance | | | | | | | | | | |
| 10. Recognizes if tasks are too difficult or stressful and modifies as necessary. Takes opportunity to elicit new targets if opportunity arises (teaching moments) | | | | | | | | | | |
| 11. Measures and evaluates clients' performance and progress (e.g. differentiates correct and incorrect responses, identifies and defines behaviors to measure)(std V-B, 2d) | | | | | | | | | | |
| 12. Adapts treatment session to meet individual client needs (std V-B, 2e) | | | | | | | | | | |
| 13. On task/off task ratios are sound, number of tasks covered is appropriate, transitions between tasks are smooth, sessions end on time. | | | | | | | | | | |
| 14. Completes administrative functions and documentation necessary to support treatment (std V-B, 2f) | | | | | | | | | | |
| 15. Identifies and refers client for services as appropriate (std V-B, 2g) | | | | | | | | | | |
| Score totals: | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total number of items scored: 0 Total number of points: 0 Section Average: 0 | | | | | | | | | | |
| Comments: | | | | | | | | | | |
| | | | | | | | | | | |

| Foundational Skills | Score |
|---|----------------------|
| 1. Possesses foundation for basic human communication and swallowing processes (std IV-B) | <input type="text"/> |
| 2. Possesses the knowledge to integrate research principles into evidence-based clinical practice (std IV-F) | <input type="text"/> |
| 3. Possesses knowledge of contemporary professionals issues and advocacy (includes trends in professional practice, ASHA practice policies and guidelines, and reimbursement procedures) (std IV-G) | <input type="text"/> |
| 4. Self-critiques responsibly, insightfully. Sets realistic personal goals; develops and follows a plan to achieve goals | <input type="text"/> |
| 5. Uses appropriate rate, pitch, and volume when interacting with clients or others. | <input type="text"/> |
| 6. Displays effective oral communication with client, family, or other professionals (std V-A) | <input type="text"/> |
| 7. Displays organization and preparedness for all clinical sessions | <input type="text"/> |
| 8. Assumes a professional level of responsibility and initiative in completing all requirements (tx planning, modifications to dx/tx plans, setting meeting agendas with CI) | <input type="text"/> |
| 9. Personal appearance and presence is professional and appropriate for the clinical setting | <input type="text"/> |
| 10. Follows policies and procedures including honoring deadlines and completing documentation and charting needed for billing | <input type="text"/> |
| 11. Provides counseling and supportive guidance regarding communication and swallowing disorders to clients, family, caregivers, and relevant others (std V-B, 3c) | <input type="text"/> |
| 12. Interacts openly, positively, and non-judgementally; recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregiver, and relevant others (std V-B, 3a) | <input type="text"/> |
| 13. Displays effective written communication for all professional correspondence (std V-A) | <input type="text"/> |
| 14. Collaborates with other professionals in case management (std V-B, 3b) | <input type="text"/> |
| 15. Adheres to the ASHA Code of Ethics and conducts his or herself in a professional, ethical manner (std IV-E, std V-B, 3d) | <input type="text"/> |
| 16. Demonstrates knowledge of relevant policies affecting service delivery, and reimbursement, e.g. special education law, HIPAA, documentation requirements. | <input type="text"/> |
| 17. Researches and seeks current information to facilitate evidence based practice | <input type="text"/> |

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

Comments:

| Met All | Not Met All | (clear) All | Professionalism - Met/Not Met Section (Please refer to clinic manual for detailed description of clinic grading) |
|-----------------------|-----------------------|----------------------------------|---|
| <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | 1. Self-critiques responsibly, insightfully. Sets realistic personal goals; develops and follows a plan to achieve goals IC4; BS5; BS6; BS7 |
| <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | 2. Assumes responsibility for own actions BS1, BS4, BS5, BS7 |
| <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | 3. Displays timeliness, organization and preparedness for all clinical sessions (IC5; BS5) |
| <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | 4. Personal appearance and presence is professional and appropriate for the clinical setting (BS7) |
| <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | 5. Assumes a professional level of responsibility and initiative in completing all requirements (tx planning, modifications to dx/tx plans, setting meeting agendas with supervisor) (M4; BS6; BS7) |
| <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | 6. Accepts constructive criticism and applies that information in clinical settings and in documentation (IC1, IC5, BS1, BS4, BS5, BS7) |
| <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | 7. Manages any conflict in constructive ways. If not applicable, please choose "met." (C5, BS1, BS4, BS5) |

Save

Improvements Since Last Evaluation:

Strengths/Challenges:

Recommendations for Improving Challenges:

Student Goals:

Total points (all sections included): 0 Adjustment: 0.0
divided by total number of items 0
Evaluation score: 0
Letter grade F

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 supervisor and that I have supervised the above named student.

*Supervisor name: *Date completed:

If you want to save an evaluation in progress and come back to it later, make sure the "final submission" is un-checked and then press Save.

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

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.