Evaluation of the Student’s Performance

Informal evaluations of the student’s performance should be made on a regular basis in both written and oral format. This will allow the student to become aware of strengths and weaknesses in clinical practice. The informal evaluation should be made during the clinical educator’s observation time. The Feedback/Rating form (Appendix I) may be used to provide written feedback relative to the student’s performance. The feedback becomes a part of the formative assessment of the student. When providing formative assessment, the clinical educator should:

- Provide frequent feedback
- Be specific about what the student is doing
- Give suggestions for improvement
- Make sure that the focus remains on the task

Approximately two weeks into the semester the clinical educator and student should complete the Clinical Outcomes form and the Grade form for the baseline measurement (see Appendix I). This will allow them to establish goals for the clinical experience based on the student’s performance during the first few weeks of the experience. The goals are determined by the outcomes in which the student has experienced difficulty. In addition, the clinical educator and student clinician conduct a final evaluation at the completion of the practicum experience. The final evaluation should address the goals targeted for the semester and will determine the grade for the clinical practicum. All forms should be forwarded to the attention of the Clinic Director at the Appalachian State University Communication Disorders Clinic at the completion of the experience. Grades are determined by the Department of Communication Sciences and Disorders based on the evaluation(s) of the Clinical Educator(s) and the student’s level of experience.