

Department of Communication Science and Disorders
Formative Assessment – MHS Program
Semesters:

Student Name:
Evaluator:

Program of Study
I. Knowledge Outcomes

Knowledge or Skill Area/Explanation of Area Being Measured	Rating
Oral/Written Communication (Clinical and Academic)	
<ul style="list-style-type: none"> • Overall oral language skills 	
<ul style="list-style-type: none"> • Overall written language skills 	
<ul style="list-style-type: none"> • Comprehension of written material (clinical and research reports) 	
Comments:	
Sciences and Math	
<ul style="list-style-type: none"> • Understanding of behavioral sciences and methodology 	
<ul style="list-style-type: none"> • Understanding of basic mathematical concepts that pertain to the study of speech, language, and hearing 	
Comments:	

Knowledge or Skill Area/Explanation of Area Being Measured	Rating
Basic Human Communication and Swallowing Processes	
<ul style="list-style-type: none"> Understanding of the biological, psychological, neurological, and other bases of human communication 	
Comments:	
Communication Disorders and Differences; Swallowing Disorders	
<ul style="list-style-type: none"> Understanding of communication disorders and differences, including information pertaining to etiology, characteristics of the disorder, and anatomical/physiological correlates of the disorder 	
Comments:	
Prevention, Assessment, Intervention	
<ul style="list-style-type: none"> Understanding of the principles and procedures of assessment across disorder areas 	
<ul style="list-style-type: none"> Understanding of the principles and procedures of intervention across disorder areas 	
<ul style="list-style-type: none"> Ability to analyze/evaluate information pertaining to assessment and intervention across disorder areas 	
<ul style="list-style-type: none"> Application of knowledge of sciences, mathematics, linguistics, development, and human communication to analysis of assessment and intervention methods/techniques 	
Comments:	

Knowledge or Skill Area/Explanation of Area Being Measured	Rating
Understanding of Principles of Ethical Conduct	
<ul style="list-style-type: none">• Understanding of information pertaining to professional ethics	
Comments:	
Understanding of Research Processes and Integration	
<ul style="list-style-type: none">• Understanding of principles of research design	
<ul style="list-style-type: none">• Ability to evaluate research findings for their application to aspects of clinical practice	
Comments:	

II. Skill Outcomes

Knowledge or Skill Area/Explanation of Area Being Measured	Rating
Evaluation	
<ul style="list-style-type: none"> • Screening/prevention procedures 	
<ul style="list-style-type: none"> • Collection and integration of case history information from multiple sources <ul style="list-style-type: none"> ○ Asking appropriate questions during case history interview ○ Providing accurate/appropriate answers and information during case history interview 	
<ul style="list-style-type: none"> • Selection of appropriate formal and informal assessment procedures 	
<ul style="list-style-type: none"> • Appropriate administration of assessment procedures, including making modifications to procedures when necessary <ul style="list-style-type: none"> ○ Adherence to standardized test procedures ○ Performing nonstandardized procedures, such as elicitation of a speech and language sample 	
<ul style="list-style-type: none"> • Interpretation of formal and informal assessment information to arrive at appropriate conclusions about diagnosis 	
<ul style="list-style-type: none"> • Writing diagnostic reports and completion of other paperwork associated with the assessment process <ul style="list-style-type: none"> ○ Accuracy/completeness ○ Professional writing style ○ Timely completion 	
<ul style="list-style-type: none"> • Appropriate referral 	
Comments:	

Knowledge or Skill Area/Explanation of Area Being Measured	Rating
Intervention	
<ul style="list-style-type: none"> • Completion of intervention plan 	
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Accuracy/based on sound clinical reasoning 	
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Development of long- and short-term goals that are appropriate and measurable 	
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Collaboration with client/parent/other professionals in the development of goals, as appropriate 	
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Professional writing style 	
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Timely completion 	
<ul style="list-style-type: none"> • Implementation of treatment plan 	
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Application of theoretical knowledge to treatment 	
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Treatment planning based on current understanding of the nature of a disorder within the literature 	
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Involving clients/others in treatment process 	
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Use of appropriate materials 	
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Selection and use of behaviors management strategies 	
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Appropriate elicitation and evaluation of client responses 	
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Providing feedback to client on performance of target skills 	
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Data collection and measurement of progress within and between sessions 	
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Clinical flexibility: Modification of procedures and activities within and across sessions, as needed 	
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Correspondence of clinical activities to the functional needs of the client; conveying this correspondence to the client 	
<ul style="list-style-type: none"> • Documentation of progress 	
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Within and between sessions 	
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ In a final report of progress 	
<ul style="list-style-type: none"> • Appropriate referral 	
Comments:	

Knowledge or Skill Area/Explanation of Area Being Measured	Rating
Clinical Interaction and Personal Qualities	
<ul style="list-style-type: none"> • Effective communication with clients, including those of culturally diverse backgrounds 	
<ul style="list-style-type: none"> • Consultation/collaboration with other professionals 	
<ul style="list-style-type: none"> • Counseling clients/parents/others, as appropriate 	
<ul style="list-style-type: none"> • Professional behavior that is consistent with ASHA's Code of Ethics 	
Comments:	