# Client Report Assessment Rubric of Student Learning Outcomes for the
## BS in Communication and Sciences & Disorders (CSD)

SAMPLE NUMBER_____    ASSESSOR_____

**CSD Student Learning Outcome 1**

Evaluation: Students will be familiar with the methods used in the evaluation of communication disorders and differences at a level appropriate for the position of Speech Language Pathology Assistant. These include knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. These discipline specific skills are guided by ASHA Knowledge and Skills Acquisition (KASA) published standards.

| Evaluation | Sample 1 | Sample 2 | Sample 3 | Sample 4 | Sample 5 | Sample 6 | Sample 7 | Sample 8 |
|---|---|---|---|---|---|---|---|---|
| **4 Exceeds Expectations**<br>-included detailed explanation of all evaluation methods including names of tests and dates administered;<br>-provided accurate interpretation/explanation of testing results;<br>-provided detailed explanation of how evaluation results led to long-term goals | | | | | | | | |
| **3 Meets Expectations**<br>-included brief explanation of all evaluation methods including names of tests and dates administered<br>-interpretation/explanation of testing results had 1-2 errors<br>-provided brief explanation of how evaluation results led to long-term goals | | | | | | | | |
| **2 Less than Expectations**<br>included brief explanation of some evaluation methods including names of tests and dates administered<br>-interpretation/explanation of testing results had 3-4 errors<br>-provide very brief explanation of how evaluation results led to long-term goals | | | | | | | | |
| **1 Far Less than Expectations**<br>-included little to no explanation of evaluation methods<br>-did not include names of tests or dates administered<br>-interpretation/explanation of testing results had more than 4 errors<br>-did not provide explanation of how evaluation results led to long-term goals | | | | | | | | |

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| **CSD Student Learning Outcome 4** |
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| <u>Critical Thinking</u>**:** Students will demonstrate critical thinking skills, including the ability to engage in inductive and deductive reasoning. |

| **Critical Thinking** (Summary of: Semester Goals and Summary of Progress) | Sample 1 | Sample 2 | Sample 3 | Sample 4 | Sample 5 | Sample 6 | Sample 7 | Sample 8 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| **4 Exceeds Expectations**<br>-included long-term goals for this semester;<br>-included a clear, comprehensive summary of progress for each goal<br>-included all therapy techniques/methods used throughout the semester that were effective with the client, including examples<br>-comprehensive, concise, clearly stated outcome summaries for all goals<br>**\*\*All information should come from Tx plans and your educated imagination\*\*** | | | | | | | | |
| **3 Meets Expectations**<br>-included long-term goals for this semester;<br>-included short summary of progress for each goal<br>-included all therapy techniques/methods used throughout the semester; did not include examples<br>-comprehensive, concise, clearly stated outcome summaries for most goals | | | | | | | | |
| **2 Less than Expectations**<br>-included all but one long-term goal for the semester;<br>-included short summary of progress for each goal that lacked clarity<br>-included only a few therapy techniques/methods used throughout the semester; did not include examples;<br>-outcome summaries lack information and clarity; only included for a few goals | | | | | | | | |
| **1 Far Less than Expectations**<br>-included no long-term goals for the semester;<br>-did not include summary of progress for goals;<br>-did not include therapy techniques or examples;<br>-did not include outcome summaries for long-term goals | | | | | | | | |

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**Student Learning Outcome 5**

<u>Written Communication</u>**:** Students will demonstrate written communication skills by writing clear and persuasive texts that include correctly applied professional language.

| Written Communication | Sample 1 | Sample 2 | Sample 3 | Sample 4 | Sample 5 | Sample 6 | Sample 7 | Sample 8 |
|---|---|---|---|---|---|---|---|---|
| **4 Exceeds Expectations**<br>-each section fully developed, detailed, and complete<br>-reported names & credentials of professionals, Suand all relevant dates;<br>-consistent use of professional vocabulary, transitions, and concise language;<br>-incorporated feedback & instruction; evidenced effective proof reading skills;<br>-2 or less errors in spelling, grammar, punctuation, and format | | | | | | | | |
| **3 Meets Expectations**<br>-demonstrated developing professional writing skills;<br>-incorporated feedback & instruction; evidenced developing proof reading skills;<br>-3 to 4 errors in spelling, grammar, punctuation, and format | | | | | | | | |
| **2 Less than Expectations**<br>-demonstrated emerging professional writing skills;<br>-inconsistently incorporated feedback & instruction; inconsistent proof reading;<br>-5 to 6 errors in spelling, grammar, punctuation, and format | | | | | | | | |
| **1 Far Less than Expectations**<br>-weak or absent professional writing skills;<br>-did not incorporate feedback and instruction; did not proof read;<br>-more than 7 errors in spelling, grammar, punctuation, and format | | | | | | | | |

# Treatment Plan Assessment Rubric of Student Learning Outcomes for the
## BS in Communication and Sciences & Disorders (CSD)

Assessment Cycle_____    Assessor_____

| CSD Student Learning Outcome 2 |
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| Treatment: Students will be familiar with treatment of communication disorders at a level appropriate for the position of Speech-Language Pathology Assistant. These include knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. These discipline specific skills are guided by ASHA Knowledge and Skills Acquisition (KASA) published standards. |

| Treatment | Sample 1 | Sample 2 | Sample 3 | Sample 4 | Sample 5 | Sample 6 | Sample 7 | Sample 8 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **4 Exceeds Expectations**<br>- Procedures provided exceptional detail for understanding the process for eliciting responses<br>- Procedures are creative and logically related to objectives<br>- Clinical methods thoroughly identified what the clinician was to do to facilitate client's ability to complete the objective<br>- Reinforcement is client appropriate and engaging | | | | | | | | |
| **3 Meets Expectations**<br>- Procedures provided sufficient detail for understanding the process for eliciting responses<br>- Procedures are related to objectives<br>- Clinical method identified what the clinician was to do to facilitate client's ability to complete the objective<br>- Reinforcement is client appropriate | | | | | | | | |
| **2 Less than Expectations**<br>- Procedures provided little detail and process for eliciting responses could not be understood<br>- Procedures not creative and/or not logically related to objectives<br>- Clinical methods do not identify what the clinician was to do to facilitate client's ability to complete the objective<br>- Reinforcement not client appropriate | | | | | | | | |
| **1 Far Less than Expectations**<br>- Included little to no explanation of procedures<br>- Limited procedures are identified<br>- Clinical methods are not specified<br>- No reinforcement is documented | | | | | | | | |

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| CSD Student Learning Outcome 4 | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Critical Thinking: Students will demonstrate critical thinking skills, including the ability to engage in inductive and deductive reasoning. | | | | | | | | |
| **Critical Thinking**<br>**(Long Term Goals, Objectives, SOAP notes, Format)** | Sample 1 | Sample 2 | Sample 3 | Sample 4 | Sample 5 | Sample 6 | Sample 7 | Sample 8 |
| **4 Exceeds Expectations**<br>- Included long term goals<br>- Accurately stated objectives<br>- SOAP notes: All four points (subjective, objective, assessment and plan) are comprehensive and thorough<br>- Correct format, grammar, punctuation, and spelling | | | | | | | | |
| **3 Meets Expectations**<br>- Some long term goals omitted<br>- Some objectives not accurately stated<br>- SOAP notes: One or two points (subjective, objective, assessment and plan) are not comprehensive and thorough<br>- Some format, grammar, punctuation, and spelling errors | | | | | | | | |
| **2 Less than Expectations**<br>- Long term goals incomplete<br>- Objectives not appropriate<br>- SOAP notes: More than 2 points (subjective, objective, assessment and plan) are not comprehensive and thorough<br>- Some format, grammar, punctuation, and spelling errors | | | | | | | | |
| **1 Far Less than Expectations**<br>- No long term goals<br>- No objectives stated<br>- SOAP notes: All four points (subjective, objective, assessment and plan) are inadequate<br>- Numerous format, grammar, punctuation, and spelling errors | | | | | | | | |

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