Student’s Performance Evaluation  
Level I Fieldwork

Complete the following in print.

Name of Student: _______________________________________________

Name of Supervisor & Email: ________________________________________

Name of Facility: _________________________________________________

Type of Facility: _________________________________________________

Dates of Placement: from _____________________________ to _____________________________

Instructions: This evaluation is to be completed by the identified fieldwork educator for the level I experience. All items must be scored using the following scale:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Exceeds standards – Frequently carries out required tasks and activities that surpass requirements. At times, performance is exceptional.</td>
<td>≥62 points Passing</td>
</tr>
<tr>
<td>3</td>
<td>Meets standards – Carries out required tasks and activities. Performance is consistent with the expectations of a level I student. This is an expected final score.</td>
<td>≤61 points Not Passing</td>
</tr>
<tr>
<td>2</td>
<td>Needs improvement – Opportunities for improvement exist. However, student has not demonstrated adequate response to feedback. Performance is occasionally unacceptable.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Unsatisfactory – Performance is below standards and requires significant further development. This rating is given when there is a concern about performance.</td>
<td></td>
</tr>
</tbody>
</table>

If a student earns a score of 2 or less, please add comments about the student’s performance & professional behaviors. A student must earn a minimum score of 62 points to pass.

I. **FUNDAMENTALS OF PRACTICE** - The student:

| 1. Adheres consistently to the fieldwork site ethical standards. Follows ethical standards for fieldwork site. Abides by HIPAA and FERPA. Respects privacy of client. |
|---|---|---|---|
| 2. Adheres consistently to safety regulations, & uses sound judgment to ensure safety. |

II. **FOUNDATIONS OF OCCUPATIONAL THERAPY** – The student:

| 3. Articulates values and beliefs of occupational therapy. Verbalizes definition of OT as relevant to the fieldwork site or audience. |

III. **PROFESSIONAL BEHAVIORS**

| 4. Time management skills. Consider student’s ability to be prompt, arriving and completing assignments on time. |
| 5. Organization. Consider the student’s ability to be set priorities, be dependable, be organized, and follow through with responsibilities. |
| 6. Engagement in fieldwork experience. Consider student’s apparent level of interest, level of active participation while on site, & investment in individuals and treatment outcomes. |
| 7. Self-directed learning. Consider student’s ability to take responsibility for own learning and to demonstrate motivation. |

Adapted from AOTA Level I Fieldwork Competency Evaluation for OT/OTA Students 2/1/22
8. **Reasoning & problem solving.** Consider student’s ability to take responsibility for own learning and to demonstrate motivation.

9. **Initiative.** Consider student’s initiative, ability to seek and acquire information from variety of sources, and demonstrate flexibility as needed.

10. **Observation skills.** Consider student’s ability to observe relevant behaviors related to occupational performance and client factors and to verbalize perceptions and observations.

11. **Participation in supervisory process.** Consider student’s ability to give, receive, and respond to feedback; seek guidance when necessary; and follow proper channels of communication.

12. **Verbal communication & interpersonal skills with patients/clients, staff, and caregivers.** Consider student’s ability to interact appropriately with individuals, such as eye contact, empathy, limit-setting, respectfulness, use of authority, and so forth; degree and quality of verbal interactions; use of body language and non-verbal communication; and exhibition of confidence.

13. **Professional & personal boundaries.** Consider student’s ability to recognize and handle personal & professional frustrations; balance personal & professional obligations; handle responsibilities; work with others cooperatively, considerately, and effectively; and be responsive to social cues.

14. **Respects the views of others.**

15. **Demonstrates respect for others at all times.**

16. **Demonstrates respect for diversity** factors of others including but not limited to socio-cultural, socioeconomic, spiritual, and lifestyle choice.

IV. **SCREENING/EVALUATION**

17. **Contributes to screening/evaluation process.** Identifies resources. Could include chart review. Assists with set-up/clean-up.

18. **Demonstrates awareness of client factors and contexts** that support or hinder occupational performance.

V. **INTERVENTION**

19. **Contributes to the intervention process.** Could include preparing area, identifying resources and evidence.

20. **Identifies interventions consistent with client evaluation and goals.** Student collaborates to the selection of relevant occupations to facilitate meeting established goals.

**TOTAL SCORE**

**COMMENTS:**

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**Student’s Signature:** ____________________________  Date: __________________

**Fieldwork Educator’s Signature:** ____________________________  Date: __________________

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