

GUIDE TO AOTA STUDENT FIELDWORK EVALUATION TOOL (FWE)

Adapted from Rehab Inst. of Chicago by National Rehab Inst.

Rating	Standards of Site	Type & Number of Patients Treated	Quality of performance and supervision required	Frequency of acceptable behavior	Performance	Judgment	Attitude
Poor (1)	Below standard - displays unacceptable performance	Less than full case load (under 50%) Difficulty working with straightforward patients	Cannot perform unsupervised or requires mod/max supervision to ensure adequate performance	Inconsistently (less than 50%) demonstrates an acceptable level of performance	Poor or unsuccessful performance. Slowness or inaccurate performance interferes with task performance	Knowledge base is sketchy or incorrect. May be able to offer a partial rationale for actions	May verbalize appropriate behavior less than 50% of the time. May or may not recognize these qualities in others.
Fair (2)	Below standard - does not meet department standards	Less than full case load but over 50% difficulty working with straightforward patients	Requires min/mod supervision to ensure adequate performance in less complex tasks dealing with straightforward patients	Demonstrates an acceptable level of performance (50 - 75%) of the available opportunities	Performs task in an awkward or inefficient manner (slow, labored). Unable to adapt situation or has great difficulty incorporating adaptations into actions	Application of theoretical concepts/rationale for actions is correct but not comprehensive. Problem-solving ability is limited for simpler tasks/issues	Displays appropriate professional behaviors and attitudes 50 - 75% of the time. May comply with supervisor expectations.
Good (3)	Meets department standards Demonstrates entry-level competencies	Carries full case load Deals effectively with straightforward patients; less effective with complex patients	Requires occasional supervision for standard or simpler tasks/issues; may require min/mod supervision for complex tasks/issues.	Frequently demonstrates (75 - 90%) an acceptable level of performance of the available opportunities	Performs task in a reasonable amount of time. Displays efficient and independent performance of standard simpler tasks. Ability to incorporate adaptations into complex tasks is limited.	Application of theoretical concepts/rationale for standard/simpler tasks is comprehensive; less comprehensive for complex tasks/issues. Frequently analyzes and makes changes	Displays appropriate professional behaviors & attitudes frequently (75 - 90% of the time).
Very Good (4)	Meets department standards. Demonstrates entry-level competencies	Carries full caseload. Deals effectively with complex patients	Independent with standard or simpler tasks/issues; may require intermittent supervision for complex tasks/issues.	Consistently demonstrates (over 90%) an acceptable level of performance of the available opportunities	Performs standard tasks automatically. Consistently adapts standard techniques; frequently adapts advanced techniques	Application of theoretical concepts and rationale are correct and comprehensive for more complex tasks/issues. Consistently analyzes and makes changes appropriately	Consistently (over 90% of the time) displays appropriate professional behaviors and attitudes.
Excellent (5)	Exceeds department standards Functioning at a higher level than an entry-level staff therapist	Carries full caseload. Deals effectively with complex patients	May require occasional supervision for complex tasks/issues. Quantity/quality exceeds that of a beginning staff therapist	Consistently demonstrates (over 90%) an acceptable level of performance of the available opportunities	Performs all tasks automatically (advanced/standard). Consistently able to incorporate adaptations with advanced techniques	Attends to and applies advanced theoretical concepts into practice (beyond the implementation expected of an entry level therapist)	Consistently (over 90% of the time) displays appropriate professional behaviors and attitudes.