

# Evaluation Checklist

## Before the evaluation meeting

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- Review the student's performance objectives, the academic program's expectations for the student's performance, and the evaluation form.
- Examine personal attitudes toward each other (preceptor and student) and work to identify issues that may impact on an objective appraisal.
- Focus on knowledge and skill, not personality issues. Evaluation or critique of personality is not appropriate unless these traits interfere with safe practice, interactions with clients, and/or communication with team members.
- Request input from colleagues on aspects of the student's performance they have observed. This helps the preceptor to feel confident that they are making valid statements regarding the student's performance.
- Review documented observations of the student. Isolated examples of performance should not be highlighted unless they constitute a major area of concern, such as safety issues.
- Maximize the student's participation in the evaluation process by asking the student to complete a self-evaluation and an evaluation of the placement.
- Arrange the date, time, and place for the meeting.

## During the Evaluation Meeting

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- Briefly review the meeting process.
- Clearly present an overview of the student's performance.
- Utilizing the written evaluation, provide specific descriptive feedback to the student while being straightforward and honest. It is helpful to provide examples to illustrate your points.
- Relate the student's performance back to their expectations.
- Discuss patterns of behaviors and identify strengths, problem areas, and areas for future growth.
- Initiate discussion regarding the student's evaluation of the placement experience.

- Acknowledge that the student may, after reflecting on the evaluation, wish to further discuss some of the issues.