

Preview Evaluation

Student Performance Evaluation

Research Elective

[Return to Evaluation](#)

Student Level	Student level
---------------	---------------

Course Information

Date	Course	Location	Weeks	Credits
01/01/2006 - 01/31/2006	XXX-YYY: Department Course	Location	8	8

Evaluation of students on research electives

Evaluation Period: 01/01/2006 - 01/31/2006

Evaluator: Evaluator name

Student: Student name **Email:** DrexelMedClinicalEducation@drexelmed.edu

1.* Method of Evaluation:

(if Consensus Conference or Composite is checked, please list the names of the faculty and residents who contributed to this evaluation)

- Individual
 Consensus Conference
 Composite

KEY:

- 1 = Unsatisfactory
- 2 = Below Expected
- 3 = Expected
- 4 = Above Expected
- 5 = Honors

Comments are required for any item marked 1 (Unsatisfactory) or 2 (Below Expected). Comments are encouraged for all other categories.

2.* Commitment to the Research

- 1-Student spent a minimum amount of time and showed little or no interest in or initiative to do research.
- 2
- 3-Student worked a reasonable amount of time and showed appropriate initiative to learn more about the research project. Student was interested in learning about the research.
- 4
- 5-Student showed exceptional initiative and motivation.. Exceptional commitment both to spending time on the project and reaching beyond resources easily accessible.
- Not Applicable
- Not Observed

3.* Conceptual Ability

- 1-Major deficits in fund of basic science and/or clinical knowledge. Unable to apply knowledge to research situations. Does not understand process of data acquisition and analysis.
- 2
- 3-Has expected basic science and/or clinical knowledge. Able to apply knowledge appropriately in research situations. Demonstrates growth in knowledge base during rotation.

4

5-Exceptional breadth and/or depth of basic science and/or clinical knowledge. Astute in application of fund of knowledge. Able to offer input in experimental design and/or interpretation.

Not Applicable

Not Observed

4.* Technical Ability

1-Many gaps in information, poor organization, superficial or inaccurate data. Failure to record data in a notebook. Unable to follow simple protocols.

2

3-Able to follow protocols and organize experiments. Accurate data collection and recording.

4

5-Exceptional organization of information. Ability to design appropriate experiments and/or approach significant research questions. Quickly acquires new laboratory skills. Self-starter—finds appropriate papers and contributes to experimental design.

Not Applicable

Not Observed

5.* Interpersonal and Communication Skills

1-Inadequate content and poor organization of notes. Language skills weak. Does not establish even minimally effective relationships with others in the research group. Fails to use available resources. Illegible writing.

2

3-Courteous, able to establish rapport w/other members of res group. Demos cooperative/respectful approach. Communicates effectively w/faculty, staff & other students. Able to write legibly w/satisfact content/org of res notes. Approp pres/res of topics.

4

5-Superior organization. Detailed research notes. Able to communicate data in an organized manner and interpret data as it relates to the other work by the research group and the literature. Clear writing.

Not Applicable

Not Observed

6.* Use of Resources

1-Inability to use basic library searches as a resource. Inability to approach other faculty and students for help. Unable to access appropriate outside resources to answer questions.

2

3-Utilizes basic library searches and staff as a resource and understands significance. Uses appropriate outside resources to answer questions.

4

5-Critically reviews literature and applies appropriately to problem. Exceptional knowledge and understanding of data generated by the research group and in the literature.

Not Applicable

Not Observed

7.* Professionalism

1-Lacks respect/integrity; disregards need to self-assess; fails to acknowl errors. D/n consider colleagues. D/n display resp behav. Misses/late for sched activities. Overly casual/critical. Fails to complete assignments. Little self-motivation. Sloppy.

2

3-Integrity in professional behavior. Accepts constructive criticism well. Interacts w/ colleagues/faculty in appropriate manner. Mature. Self-motivated. Attends sched activities, punctual. Completes req assignments in a timely manner. Appropriate attire.

4

5-Vol/completes tasks beyond assignments; accomps more than most. Adept at time mgmt. Role model. Demos leadership among colleagues. Able to accept construct crit/incorp f'back for self-improvement. Always demos respect/integrity. Willingly acks errors.

Not Applicable

Not Observed

COMMENTS

Please use the Strengths and Weaknesses of the Student box to provide comments about the student's strengths, weaknesses, and potential as a resident for use by student, course director and advisor in planning further study (use prompts under each question to enhance your comments). Please note any concerns with respect to student's Professionalism.

Please use the Summary Comments box to provide comments suggested for the Dean's Letter. Please comment on student's professionalism (positive or negative comments for Dean's Letter).

8.*

STRENGTHS AND WEAKNESSES OF THE STUDENT:

[Rich text](#)

9.*

SUMMARY COMMENTS (may be used in Dean's Letter):

[Rich text](#)

MID-ROTATION FEEDBACK

10.* Formative feedback during rotation

Yes No

11. Date formative feedback was given:

[Return to Evaluation](#)

POWERED
BY OASIS

Copyright © 2008-2011 WARF