**CLINICAL PERFORMANCE (WARD ROTATION) ASSESSMENT RUBRIC (CONSULTANT)**

**MEDICINE 251 – INTEGRATED CLINICAL CLERKSHIP IN MEDICINE II**

**Name of Student:**

|  |
| --- |
| **Content Understanding (25 points)** |
| 1 | 3 | 6 | 9 | 12 | 15 | 17 | 20 | 22 | 25 |
| Inputs are largely personal opinions or feelings, or without supporting statements from required readings, outside resources, relevant research, or specific real-life application | Inputs repeat and summarize basic, correct information, but do not link to references, relevant research and do not consider alternative perspectives or connections between ideas Sources are not cited | Inputs display an understanding of the required readings and underlying concepts including proper citation | Inputs display an excellent understanding of the required readings and underlying concepts Inputs integrate outside resource, or relevant research, to support important points |
| **Critical Analysis (25 points)** |
| 1 | 3 | 6 | 9 | 12 | 15 | 17 | 20 | 22 | 25 |
| Ideas or concepts cited are of little relevance and/or with questionable accuracy Inputs include uncertain or misguided use of concepts Inputs show little or no evidence that readings were completed or understood | Limited concepts citedSuperficial knowledge and/or response with limited ability to draw out concepts and relate theory to practice Use of examples are correct with some details | Up to date and relevant concepts citedInputs demonstrate some ability to conceptualize essential ideas and relate theory to practice Examples depict understanding of concepts and are clear and accurate | Comprehensive, in-depth, and wide-ranging concepts citedInputs demonstrate mastery of content knowledge Outstanding ability to grasp concepts and relate theory to practice Examples depict understanding of concepts and are clear and accurate  |
| **Participation in Discussion (20 points)** |
| 1 | 4 | 6 | 8 | 10 | 12 | 14 | 16 | 18 | 20 |
| Inputs do not contribute to ongoing discussion or respond to other group members’ commentsInputs do not build upon the ideas of other group members to take the discussion deeperHas no replies to questions or comments | Inputs sometimes contribute to ongoing discussion as evidenced by affirming statements or references to relevant research or, asking related questions or, making an oppositional statement supported by properly cited sources  | Inputs contribute to the group’s ongoing discussion as evidenced by affirming statements or references to relevant research or, asking related questions or, making an oppositional statement supported by properly cited sources Inputs sometimes attempt to elicit responses and reflections from other group members and build upon the ideas of other group members to take the discussion deeper | Inputs actively stimulate and sustain further discussion by building on peers' responses including building a focused argument around a specific issue or asking a new related question or making an oppositional statement supported by properly cited sources Inputs elicit responses and reflections from other group members and responses build upon and integrate multiple views from other group members to take the discussion deeper |
| **Language Convention (Use of proper vocabulary and syntax) (15 points)** |
| 1 | 4 | 6 | 8 | 10 | 12 | 11 | 13 | 15 |
| Uses language that others in the group are unlikely to understand Ideas or explanations are disproportionately lengthy and are difficult to follow Language choices are vague, abstract, or triteIncorrect use of terminology | Uses general vocabulary and tends to express ideas wordilyAlthough correct, terminology and language might not be equally understandable to all members of the group | Use of correct terminology and language that is equally understandable to all members of the group | Terminology and syntax are purposefully chosen to make a point Uses language that others in the group will understandDefines or clearly explains language or concepts that might be unfamiliar to others; the student knows when such explanations might be necessary |
| **Professional Communication and Etiquette (15 points)** |
| 1 | 4 | 6 | 8 | 10 | 12 | 11 | 13 | 15 |
| Uses language that others in the group are unlikely to understand Ideas or explanations are disproportionately lengthy and are difficult to follow Language choices are vague, abstract, or triteIncorrect use of terminology | Uses general vocabulary and tends to express ideas wordilyAlthough correct, terminology and language might not be equally understandable to all members of the group | Use of correct terminology and language that is equally understandable to all members of the group | Terminology and syntax are purposefully chosen to make a point Uses language that others in the group will understandDefines or clearly explains language or concepts that might be unfamiliar to others; the student knows when such explanations might be necessary |
| Comments |
| Total |  |

Reminders for Faculty:

1. This is for **INDIVIDUAL SUMMATIVE** evaluation of students.
2. Kindly evaluate the students immediately after the activity.
3. Minimum pass level for each category is 70%.
4. Minimum pass level for total score is 70%.
5. Remember that the rubric acts as a guide. You may give a numeric grade that is not in the exact guide point if it is within the range for the category. (e.g. For content understanding, grade range is 1 to 25. Minimum pass level is 17. You may want to give a score of 21 if student is above satisfactory for passing level but is not at exemplary level).

Rubric adapted from the following sources:

<http://www2.csp.edu/SCS/Faculty_page/class.template_selfp.doc>

<http://www2.uwstout.edu/content/profdev/rubrics/discussionrubric.html>

<http://www.gvtc.org/Portals/34/Rubric%20for%20Discussion%20Forum%20Participation%20III%20%28JSCC%29.pdf>