

## University at Buffalo Graduate Medical Education Presentation Evaluation Rubric

Presenter Name \_\_\_\_\_ Presentation Date \_\_\_\_\_ Topic \_\_\_\_\_

**Directions:** The purpose of this scoring rubric is to provide presenters with helpful, constructive feedback for professional development. Check the box below the description that most closely matches your observation.

<b>Competency</b> ↓	<b>Beginning</b>  <b>1</b>	<b>Developing</b>  <b>2</b>	<b>Accomplished</b>  <b>3</b>	<b>Exemplary</b>  <b>4</b>
<b>Medical Knowledge</b>  → Check →	Presentation exhibited significant errors or omissions in medical facts.  <input type="checkbox"/>	Some errors in medical knowledge were apparent, some pertinent concepts were not included.  <input type="checkbox"/>	The important medical issues (both superficial and complex) were identified and correctly explained in the presentation.  <input type="checkbox"/>	Superficial and complex issues were identified and subtle nuances of the medical issues were explained insightfully.  <input type="checkbox"/>
<b>Communication Skills</b>  → Check →	Presenter was difficult for learners to understand, language was unclear or inappropriate, non-verbal behaviors were distracting or unprofessional.  <input type="checkbox"/>	Appeared to make a conscious effort to engage learners, but there were still distracting or unprofessional elements.  <input type="checkbox"/>	Presenter used clear speech, understandable language and a professional delivery style. Learners were clearly interested and engaged.  <input type="checkbox"/>	This presenter displayed an exceptional level of communication skills and near flawless delivery. An effort which sets a benchmark for quality. Learners were at the highest level of interest and engagement.  <input type="checkbox"/>
<b>Use of Appropriate Supporting Materials</b>  → Check →	No appropriate handouts or visual aides were used. Learners were left confused and ill-prepared to apply this material.  <input type="checkbox"/>	Handouts or visual aids were incomplete, poorly prepared, may not have been linked to content or exhibited errors in grammar or spelling. Learners were left desiring more information.  <input type="checkbox"/>	Handouts or visual aids were effectively used to support this presentation. The quality of these tools was professional and appropriate. Learners were able to leave with a full compliment of useful and relevant information.  <input type="checkbox"/>	The quality, appropriateness and professionalism of the handouts or visual aides for this presentation were of the highest standard. Learners were able to leave with a professional quality set of materials which clearly supported all of the learning objectives of the presentation.  <input type="checkbox"/>
<b>Basis in sound, relevant medical research</b>  → Check →	Research cited in this presentation was dated, incorrect or lacking. Learners were left without key information or provided misinformation.  <input type="checkbox"/>	Research was used in this presentation, but could have been enhanced by additional citations or a more thorough analysis. Learners were left without all the most important information supporting this topic.  <input type="checkbox"/>	Research used in support of this presentation was relevant, timely and effectively synthesized. Learners were exposed to the key, relevant information and research surrounding this topic.  <input type="checkbox"/>	Research drew on an exceptional body of scholarship and made conclusions which went well beyond the obvious. Learners were given a clear and precise overview of the essential research grounding for this topic.  <input type="checkbox"/>

Competency ↓	Beginning  <b>1</b>	Developing  <b>2</b>	Accomplished  <b>3</b>	Exemplary  <b>4</b>
<b>Evidence of preparation</b>  <b>→ Check →</b>	Presentation appeared to have little planning or focus. Evidence of "last minute" preparation. Learners were left confused or frustrated.  <input type="checkbox"/>	Presentation had a discernable direction and plan, but could benefit from more planning or thought. Learners had to make an effort to follow the "flow" of this presentation.  <input type="checkbox"/>	Presentation was planned, flowed at an appropriate pace, exhibited a clear focus and evidenced preparation. Learners were taken through a presentation with a clear set of objectives and a precise plan for instruction.  <input type="checkbox"/>	Presentation was nearly flawless. Speaker was extremely well prepared. Learners were completely clear on the agenda, supporting arguments and conclusions.  <input type="checkbox"/>

### Comments:

**What were three things that you felt were effective, interesting or especially worthwhile about this presentation?**

1:

2:

3:

**Everyone can become a better speaker and presenter with feedback and practice. You can help today's speaker by providing a few ideas for improving this skill:**

1:

2:

3:

**What general comments and feedback do you have about this presentation?**

**Note to Resident:** Please include the following documentation and place in your portfolio folder:

- a) All Rating forms from this presentation
- b) Your signed self reflection and learning plan document
- c) Copies of your handouts or other presentation materials

