

**Suggestions for using the presenter rubric and self-reflection forms**  
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a) **How the rubric works:** The presenters evaluation rubric serves two purposes. First, it is an anchored measuring scale used to solicit feedback from audience members with the goal of improving future speaking performance. Second, it provides learners with a clear outline of the expectations for a quality presentation. After the presentation, speakers are asked to think about the experience, reflect on the comments of the audience and develop some goals for the next time. This information is captured with a structured self-assessment form.

b) **Modifying the rubric:** It is easy to add or change competencies in the rubric. One strategy that works well is to start with the third "Accomplished" column and describe the mastery-level behavior completely. In the "Exemplary" column, describe a "gold standard" level performance. The "Developing" column is for performances which are decent, but still have significant shortcomings. The "Beginning" column describes performances which are clearly substandard. Feel free to change the headings of the columns.

c) **Administrations suggestions:**

- 1) Provide the presenter with a copy of the evaluation rubric well before the presentation. This helps to provide explicit guidelines for what is expected.
- 2) Provide audience members a copy of the evaluation rubric. If desired, preprint all of the appropriate identification information across the top beforehand using Word.
- 3) After the presentation, ask the presenter to complete a rubric for him or her self and label it "self assessment" across the top.
- 4) Have the speaker complete the self-assessment form. Include the self assessment, copies of evaluation forms and speaker's handouts in portfolio.
- 5) Consider the use of video tape from time to time as a powerful self-improvement tool for speakers.

By assessing presentations in a consistent, written format and maintaining the results in a learning portfolio, programs can take a key first step in measuring a number of the new ACGME competencies and developing better presenters.