**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 forprofessional development. Check the box below the description that most closely matches your observation.

| **Competency** **** | **Beginning 1** | **Developing 2** | **Accomplished 3** | **Exemplary 4** |
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| **Medical** **Knowledge** **** **Check** | Presentation exhibited significant errors or omissions in medical facts. | Some errors in medical knowledge were apparent, some pertinent concepts were not included. | The important medical  issues (both superficial  and complex) were identified and correctly  explained in the presentation. | Superficial and complex  issues were identified  and subtle nuances of  the medical issues were explained insightfully. |
| **Communication** **Skills** **** **Check** | Presenter was difficult  for learners to  understand, language  was unclear or  inappropriate, non-  verbal behaviors were  distracting or unprofessional. | Appeared to make a  conscious effort to  engage learners, but  there were still  distracting or  unprofessional elements. | Presenter used clear  speech,  understandable  language and a  professional delivery  style. Learners were  clearly interested and engaged. | 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. |
| **Use** **of** **Appropriate** **Supporting** **Materials** **** **Check** | No appropriate  handouts or visual  aides were used.  Learners were left  confused and ill-prepared to apply this  material. | 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. | 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 complement of useful and relevant  information. | 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. |
| **Basis in sound, relevant medical research** **** **Check** | Research cited in this presentation was dated, incorrect or lacking. Learners were left without key information or provided misinformation. | 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. | 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. | 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. |

| **Competency** **** | **Beginning 1** | **Developing 2** | **Accomplished 3** | **Exemplary 4** |
| --- | --- | --- | --- | --- |
| **Evidence of preparation** **** **Check** | Presentation appeared  to have little planning  or focus. Evidence of  "last minute" preparation. Learners  were left confused or  frustrated. | 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. | 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. | Presentation was  nearly flawless.  Speaker was extremely  well prepared. Learners were completely clear on the agenda, supporting arguments and conclusions. |

**Comments:**

| **What were three things that you felt were effective, interesting or especially worthwhile about this presentation?**  **2.**  **3.** |
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| **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.** |
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| **What general comments and feedback do you have about this presentation?** |
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***Note to Resident:*** Please include the following documentation and place in your portfolio folder:

1. All Rating forms from this presentation
2. Your signed self reflection and learning plan document
3. Copies of your handouts or other presentation materials