**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****** | **Beginning1** | **Developing2** | **Accomplished3** | **Exemplary4** |
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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 medicalissues (both superficialand complex) were identified and correctly explained in the presentation. | Superficial and complexissues were identifiedand subtle nuances ofthe medical issues were explained insightfully. |
| **Communication** **Skills****** **Check** | Presenter was difficultfor learners tounderstand, languagewas unclear orinappropriate, non-verbal behaviors were distracting or unprofessional. | Appeared to make aconscious effort toengage learners, butthere were stilldistracting orunprofessional elements. | Presenter used clearspeech,understandablelanguage and aprofessional deliverystyle. Learners were clearly interested and engaged. | This presenterdisplayed anexceptional level ofcommunication skillsand near flawlessdelivery. An effort which sets a benchmark for quality.Learners were at thehighest level of interestand engagement. |
| **Use** **of** **Appropriate** **Supporting** **Materials****** **Check** | No appropriatehandouts or visualaides were used.Learners were leftconfused and ill-prepared to apply this material. | Handouts or visual aidswere 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 aidswere 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 relevantinformation. | The quality, appropriateness andprofessionalism of thehandouts or visual aides for this presentation were of the highest standard. Learners were able to leave with a professional quality setof materials whichclearly supported all ofthe learning objectivesof 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 inthis presentation, butcould have beenenhanced by additionalcitations or a morethorough analysis.Learners were leftwithout all the mostimportant informationsupporting this topic. | Research used insupport of thispresentation wasrelevant, timely andeffectively synthesized.Learners were exposedto the key, relevantinformation andresearch surroundingthis topic. | Research drew on anexceptional body ofscholarship and madeconclusions which wentwell beyond theobvious. Learnerswere given a clear andprecise overview of theessential researchgrounding for this topic. |

| **Competency****** | **Beginning1** | **Developing2** | **Accomplished3** | **Exemplary4** |
| --- | --- | --- | --- | --- |
| **Evidence of preparation****** **Check** | Presentation appearedto have little planningor focus. Evidence of"last minute" preparation. Learners were left confused orfrustrated. | Presentation had adiscernable directionand plan, but couldbenefit from more planning or thought. Learners had to makean effort to follow the“flow” of this presentation. | Presentation wasplanned, flowed at anappropriate pace,exhibited a clear focus and evidenced preparation. Learnerswere taken through apresentation with aclear set of objectivesand a precise plan forinstruction. | Presentation wasnearly flawless.Speaker was extremelywell 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