

PBL GRADING

The following evaluation form is to be completed by the facilitator at the conclusion of the second session to evaluate each student. Narrative comments are required.

Sanford School of Medicine Pillar 1 Evaluation of Student by PBL Small Group Facilitator

Student _____ Evaluator/Facilitator _____ Date _____

Communication Skills	Exceptional			Good			Acceptable			Poor	Unable to evaluate
	100%	95%	91%	89%	85%	81%	79%	75%	71%	65%	
1. Participates actively in the discussions.	100%	95%	91%	89%	85%	81%	79%	75%	71%	65%	
2. Contributes new information to group discussions.	100%	95%	91%	89%	85%	81%	79%	75%	71%	65%	
3. Accepts feedback from others during group interactions.	100%	95%	91%	89%	85%	81%	79%	75%	71%	65%	
Acquisition and Integration of Knowledge	Exceptional			Good			Acceptable			Poor	Unable to evaluate
4. Assesses own learning needs when Identifying learning issues.	100%	95%	91%	89%	85%	81%	79%	75%	71%	65%	
5. Identifies appropriate resources to solve learning issues.	100%	95%	91%	89%	85%	81%	79%	75%	71%	65%	
6. Effectively analyses relevant information.	100%	95%	91%	89%	85%	81%	79%	75%	71%	65%	
7. Demonstrates effective clinical reasoning to solve problems.	100%	95%	91%	89%	85%	81%	79%	75%	71%	65%	

Narrative comments (a minimum of two sentences required): Please summarize strengths and weaknesses. Wherever possible, include examples of behavior leading to your assessment.

SAMPLE NARRATIVE COMMENTS

- This student displayed leadership qualities without dominating, e.g. he offered to email the group the list of topics. At the second session, his presentation was well-organized.
- At the first session, this student contributed to the group discussion only when prompted and did not show much initiative. She was significantly more engaged in the second session when presenting on a topic of particular interest.
- Had a tendency to dominate the group and stifled another student who was struggling to understand the laboratory results. This seemed to make the group uncomfortable. On the positive side, when given feedback on this by another student, he took it well and things went better after that.
- Showed excellent organizational skills when helping the group to frame questions. Shows a good grasp of identifying information sources to address learning needs.
- Has a grasp of clinical reasoning beyond the level of a first-year medical student. Interacted well with peers and seemed to enjoy teaching others.