

Pediatrics Student Evaluation

Medical Knowledge				
Not Observed	Often incomplete, significant knowledge gaps	Solid, appropriate, sometimes doesn't get it	Very good, applies basic principals regularly	Exceptional, connects preclinical knowledge to patient
0	1	2	3	4
Comments:				

History Taking				
Not Observed	Questions often inappropriate, misses a lot of information	Usually gets the obviously relevant information; misses the subtleties	Thorough and systematic, timely and logical	Superior, consistently gets all pertinent positives and negatives, is efficient
0	1	2	3	4
Comments:				

Physical Exam				
Not Observed	Frequently fails to do obviously relevant parts of exam, trouble identifying normal from abnormal	Usually complete, misses subtle findings, almost always recognizes abnormal findings	Thorough, usually gets subtle findings, can't always identify significance of findings	Thorough and efficient, identifies subtle findings and understands their significance
0	1	2	3	4
Comments:				

Professionalism - Consider: empathy, responsibility, dedication, respect, initiative, altruism, timeliness, maturity, honesty, and response to feedback.				
Not Observed	I had concerns about many issues (give details below)	Good, I had an occasional concern (give details below)	Very good, I rarely had cause for concern	Exceptional, embodies most of above qualities
0	1	2	3	4
Comments:				

Notes and Presentations				
Not Observed	Poorly organized, leaves out major findings, difficult to understand plan	Usually well organized, sometimes leaves things out, sometimes difficult to understand the plan	Well organized, logical, includes all major points, assessment based on findings	Complete, accurate and succinct, demonstrates deep and thorough understanding of plan
0	1	2	3	4
Comments:				

Clinical Reasoning				
Not Observed	Very limited differentials, can't explain why one answer might be right vs. another	Longer differentials, assessments are thoughtful but mostly consist of plans/orders	Well constructed differentials and assessments and plans, can defend thoughts and explain how they got there	Superb differentials and assessments and plans, uses evidence-based medicine
0	1	2	3	4
Comments:				

Relationship and Communication Skills				
Not Observed	Difficulty establishing rapport, often lacks empathy, disconnected, does not help others	Establishes a working relationship, doesn't go beyond the surface, empathetic, not judgmental	Quickly and easily establishes a good rapport with patients and staff, communicates easily	Excellent rapport even with difficult patients or staff, able to educate patient/family, patients ask for them specifically
0	1	2	3	4
Comments:				

What was this student's greatest strength?

What was this student's greatest weakness? Did you give them feedback on this specific topic?