



Cellular & Molecular Pathology Graduate Program

UNIVERSITY OF WISCONSIN
SCHOOL OF MEDICINE AND PUBLIC HEALTH

Rubric for Evaluating CMP Student's Annual Progress

Page 1 should be completed by the student or committee chairman prior to distribution to committee

Advisor _____ Student _____

Number of years in program _____ Date _____

Is this the student's "second-to-last" meeting? _____

Committee Members:

Signature:

At the conclusion of the presentation **the PI, with the committee members, should complete this form.** For each attribute which the committee feels is somewhat or very deficient, a short explanation should be provided. **Comment** sections at the bottom of the rubric are provided for explanations of the reasoning behind the overall evaluation of the student's performance if desired. Completed forms should be given to the student. Discussion of the pros and cons of the student's performance is encouraged.



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THIS FORM SHOULD BE USED FOR A STUDENT'S SECOND COMMITTEE AND FUTURE MEETINGS UP TO AND INCLUDING THE PRELIM B MEETING.

Students should continue to use the certification form for their first meeting and post Prelim B meeting should use the Post Prelim B progress report until graduation. All of these forms can be found at <http://www.cmp.wisc.edu/current/forms>

Please check boxes for all evaluation criteria you feel are appropriate within each attribute category.

Attribute	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Overall quality presentation <input type="checkbox"/> Attribute not applicable	<input type="checkbox"/> Poorly organized <input type="checkbox"/> Poor presentation <input type="checkbox"/> Poor communication skills <input type="checkbox"/> Slides and handouts difficult to read	<input type="checkbox"/> Clearly organized <input type="checkbox"/> Clear presentation <input type="checkbox"/> Good communication skills <input type="checkbox"/> Slides and handouts clear	<input type="checkbox"/> Well organized <input type="checkbox"/> Professional presentation <input type="checkbox"/> Excellent communication skills <input type="checkbox"/> Slides and handouts outstanding
Overall breadth of knowledge <input type="checkbox"/> Attribute not applicable	<input type="checkbox"/> Presentation unacceptable <input type="checkbox"/> Presentation reveals critical weaknesses in depth of knowledge in subject matter <input type="checkbox"/> Presentation does not reflect well developed critical thinking skills <input type="checkbox"/> Presentation is narrow in scope	<input type="checkbox"/> Presentation acceptable <input type="checkbox"/> Presentation reveals some depth of knowledge in subject matter <input type="checkbox"/> Presentation reveals above average critical thinking skills <input type="checkbox"/> Presentation reveals the ability to draw from knowledge in several disciplines	<input type="checkbox"/> Presentation superior <input type="checkbox"/> Presentation reveals exceptional depth of subject knowledge <input type="checkbox"/> Presentation reveals well developed critical thinking skills <input type="checkbox"/> Presentation reveals the ability to interconnect and extend knowledge from multiple disciplines
Quality of response to questions <input type="checkbox"/> Attribute not applicable	<input type="checkbox"/> Responses are incomplete <input type="checkbox"/> Arguments are poorly presented <input type="checkbox"/> Respondent exhibits lack of knowledge in subject area <input type="checkbox"/> Responses do not meet level expected of a (Master's / Ph.D.) graduate	<input type="checkbox"/> Responses are complete <input type="checkbox"/> Arguments are well organized <input type="checkbox"/> Respondent exhibits adequate knowledge in subject area <input type="checkbox"/> Responses meet level expected of a (Master's / Ph.D.) graduate	<input type="checkbox"/> Responses are eloquent <input type="checkbox"/> Arguments are skillfully presented <input type="checkbox"/> Respondent exhibits superior knowledge in subject area <input type="checkbox"/> Responses exceed level expected of a (Master's / Ph.D.) graduate



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Attribute	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Use of communication aids <input type="checkbox"/> Attribute not applicable	<input type="checkbox"/> Communication aids are poorly prepared <input type="checkbox"/> Too much information included <input type="checkbox"/> Listeners are confused <input type="checkbox"/> Communication aids are used inappropriately	<input type="checkbox"/> Communication aids contribute to the quality of the presentation <input type="checkbox"/> Appropriate information is included <input type="checkbox"/> Listeners can easily follow the presentation <input type="checkbox"/> Some material is not supported by communication aids	<input type="checkbox"/> Communication aids enhance the presentation <input type="checkbox"/> Details are minimized so major points stand out <input type="checkbox"/> Information is organized to maximize audience understanding <input type="checkbox"/> Reliance on communication aids is minimal
Overall quality of theory / science <input type="checkbox"/> Attribute not applicable	<input type="checkbox"/> Arguments are incorrect, incoherent, or flawed <input type="checkbox"/> Objectives are poorly defined <input type="checkbox"/> Demonstrates rudimentary critical thinking skills <input type="checkbox"/> Does not reflect understanding of subject matter and associated literature <input type="checkbox"/> Demonstrates poor understanding of theoretical concepts <input type="checkbox"/> Demonstrates limited originality <input type="checkbox"/> Displays limited creativity and insight	<input type="checkbox"/> Arguments are coherent and clear <input type="checkbox"/> Objectives are clear <input type="checkbox"/> Demonstrates average critical thinking skills <input type="checkbox"/> Reflects understanding of subject matter and associated literature <input type="checkbox"/> Demonstrates understanding of theoretical concepts <input type="checkbox"/> Demonstrates originality <input type="checkbox"/> Displays creativity and insight	<input type="checkbox"/> Arguments are superior <input type="checkbox"/> Objectives are well defined <input type="checkbox"/> Exhibits mature, critical thinking skills <input type="checkbox"/> Exhibits mastery of subject matter and associated literature. <input type="checkbox"/> Demonstrates mastery of theoretical concepts <input type="checkbox"/> Demonstrates exceptional originality <input type="checkbox"/> Displays exceptional creativity and insight



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Attribute	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Methodologies and Practices	<input type="checkbox"/> Demonstrates poor understanding of methodology and practice concepts <input type="checkbox"/> Demonstrates limited originality <input type="checkbox"/> Displays limited creativity and insight	<input type="checkbox"/> Demonstrates understanding of methodology and practice concepts <input type="checkbox"/> Demonstrates originality <input type="checkbox"/> Displays creativity and insight	<input type="checkbox"/> Demonstrates mastery of methodology and practice concepts <input type="checkbox"/> Demonstrates exceptional originality <input type="checkbox"/> Displays exceptional creativity and insight
Contribution to discipline <input type="checkbox"/> Attribute not applicable	<input type="checkbox"/> Limited evidence of discovery <input type="checkbox"/> Limited expansion upon previous research <input type="checkbox"/> Limited theoretical or applied significance <input type="checkbox"/> Limited publication potential	<input type="checkbox"/> Some evidence of discovery <input type="checkbox"/> Builds upon previous research <input type="checkbox"/> Reasonable theoretical or applied significance <input type="checkbox"/> Reasonable publication potential	<input type="checkbox"/> Exceptional evidence of discovery <input type="checkbox"/> Greatly extends previous research <input type="checkbox"/> Exceptional theoretical or applied significance <input type="checkbox"/> Exceptional publication potential
Quality of writing <input type="checkbox"/> Attribute not applicable	<input type="checkbox"/> Writing is weak <input type="checkbox"/> Numerous grammatical and spelling errors apparent <input type="checkbox"/> Organization is poor <input type="checkbox"/> Documentation is poor	<input type="checkbox"/> Writing is adequate <input type="checkbox"/> Some grammatical and spelling errors apparent <input type="checkbox"/> Organization is logical <input type="checkbox"/> Documentation is adequate	<input type="checkbox"/> Writing is publication quality <input type="checkbox"/> No grammatical or spelling errors apparent <input type="checkbox"/> Organization is excellent <input type="checkbox"/> Documentation is excellent
Overall Assessment	<input type="checkbox"/> Does not meet expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Exceeds Expectations



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Overall Comments:

Student's IDP Form has been reviewed and the following changes made:

The student should provide a summary of his or her effort in interdisciplinary coursework and training annually.

Completed by: _____

Date: _____

Has the student made satisfactory progress? _____

Does the committee approve the thesis outline? _____

(Applicable only for the "second to last" meeting)

Student should submit Annual Progress Report/Rubric and IDP to the CMP office, 3170-10J or wigand@wisc.edu