

\* indicates a mandatory response

## Assessment of Student by Tutor - Med 1 Tutorial (FORMATIVE)

*This evaluation is given by the tutor at the mid-point and end of the Unit. Both evaluations will be placed in the student's file. Copies of both evaluations must be signed by the student.*

**\*Adapted from the form used by the University of Ottawa (with permission)**

### A. ATTENDANCE (Attendance and participation in tutorials is mandatory)

\*Did the student have any absences?

- No  
 Yes

Please indicate absence dates and relevant details (if applicable):

\*DID THE STUDENT NOTIFY YOU IN ADVANCE OF ANY ABSENCES?

- No, the student did not inform me about one or more absences.  
 Yes, the student informed me about the absence(s).  
 N/A, there were no absences.

### B. INFORMATION HANDLING AND COMMUNICATION SKILLS

	Rarely Met Expectations	Inconsistently Met Expectations	Consistently Met Expectations	Consistently Exceeded Expectations
*1. Identifies core issues, generates hypotheses in all domains.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*2. Acquires information during the week, applies and integrates prior and new knowledge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*3. Logically approaches problems and can organize information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*4. Communicates in a clear and concise manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*5. Works harmoniously within group, facilitates learning of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\*Comment on strengths and weaknesses pertaining to information handling and communication skills (section B):  
 (tutors are expected to provide comments)

### C. PROFESSIONAL BEHAVIOURS

	Rarely	Inconsistently	Consistently
*1. Demonstrates enthusiasm and interest in learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*2. Demonstrates integrity, honesty and respect for others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*3. Demonstrates reliability, responsibility and commitment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*4. Acknowledges own limitations, asks for appropriate assistance, and is responsive to feedback.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\*Comment on strengths and weaknesses pertaining to professional behaviours of student (section C):  
 (tutors are expected to provide comments)

### D. LIFELONG LEARNING SKILLS

	Rarely	Inconsistently	Consistently
1. Effectively engages in discussion of the guided self-assessment reflective questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Applies higher levels of thinking about their learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Demonstrates development of guided self-assessment skills for lifelong learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\*Comment on strengths and weaknesses pertaining to lifelong learning skills of student (section D):  
 (tutors are expected to provide comments)

## GUIDELINES FOR EVALUATION

### Guidelines for B: INFORMATION HANDLING AND COMMUNICATION SKILLS

A student who "Consistently Met Expectations" will have demonstrated the attributes listed below.

**1. Identifies core issues, generates hypotheses in all domains:**

The student identifies core learning issues related to the problem and formulates hypotheses in biological, population and psycho-social domains.

**2. Acquires information during the week, applies and integrates prior and new knowledge:**

The student researches and studies learning objectives making use of appropriate (multiple) resources. The student applies previously gained knowledge in basic and clinical sciences appropriately to the problem. The student can discuss most issues without having to read from prepared notes, textbooks or websites.

**3. Logically approaches problems and can organize information:**

The student presents his/her thoughts in a logical and organized fashion. The student can synthesize information to provide concise and useful summaries to his/her peers. The student demonstrates critical thinking in discussions with others.

**4. Communicates in a clear and concise manner:**

The student makes constructive contributions to group discussions. The student demonstrates good listening skills and responds to peers' contributions and opinions in a clear fashion.

**5. Works harmoniously within group, facilitates learning of others:**

The student places the good of the group ahead of personal interests. The student contributes to the group discussions and avoids interrupting others. The student asks relevant questions and helps the group focus on important learning issues.

### Guidelines for C: PROFESSIONAL BEHAVIOURS

A student who "Consistently Met Expectations" will have demonstrated the attributes listed below.

**1. Demonstrates enthusiasm and interest in learning:**

The student demonstrates an interest in learning the subject matter and shows an enthusiasm for learning, including new and sometimes difficult topics.

**2. Demonstrates integrity, honesty and respect for others:**

The student demonstrates honesty and integrity in his/her relationship with peers respecting other points of view and other learning styles. The student listens carefully to what others are saying.

**3. Demonstrates reliability, responsibility and commitment:**

The student arrives promptly and is ready to commence work on time. The student takes responsibility for his/her own learning and is committed to the learning process expected in the tutorial setting.

**4. Acknowledges own limitations, asks for appropriate assistance, and is responsive to feedback:**

The student is willing to be corrected by others in the group as well as the tutor, knows when he/she is in need of assistance and is willing to ask for help, and responds in a positive manner to help that is offered.

### Guidelines for D: LIFELONG LEARNING

A student who "Consistently Meets Expectations" will have demonstrated the attributes listed below:

**1. Effectively engages in discussion of the guided self-assessment reflective questions.**

The student takes the time to reflect on the guided self-assessment reflective questions at the end of case and actively participates in discussion with the group about these questions.

**2. Applies higher levels of thinking about their learning.**

The student is able to apply higher levels of thinking, such as application and analysis (per Bloom's Taxonomy), about how they learn.

**3. Demonstrates development of guided self-assessment skills for lifelong learning.**

The student is able to interpret data about their own learning, accept and use feedback, and assess their current performance to enable future learning.

### DESCRIPTORS

**CONSISTENTLY:** Almost always behaves appropriately and can self-correct should there be a lapse.

**INCONSISTENTLY:** Not able to behave appropriately on all days.

**RARELY:** The student's behaviour has been found lacking in most situations on most days.

Satisfactory performance is required to pass the Unit.

	Rarely meets expectations in any category	Inconsistently meets expectations (student is at risk of failure)	Meets Expectations	Exceeds Expectations
<b>*D. OVERALL TUTORIAL PERFORMANCE: **TO BE COMPLETED BY TUTOR</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**\*Tutor comments:**

The following will be displayed on forms where feedback is enabled...

(for the evaluator to answer...)

(for the valuee to answer...)

\*Did you have an opportunity to discuss your performance with your preceptor/supervisor?

Yes

No

\*Do you agree with this assessment?

Yes

No

If you do not agree with your assessment, please provide your comments below and notify the UGME office at [ugme@dal.ca](mailto:ugme@dal.ca). Comments you provide are viewable by your evaluator and the UGME Office.

