

## Chart Conference Presentation – Grading Rubric

Student Name: \_\_\_\_\_ Presentation Date: \_\_\_\_\_  
 Evaluator Name: \_\_\_\_\_ Rotation Type/#: \_\_\_\_\_

Topic of Presentation: \_\_\_\_\_

Rubric Component	Under-developed	Developing/ Initially Proficient	Emerging Mastery
<b>Includes learning objectives</b>	Does not provide ≥ 3 learning objectives.	Provides at least 3 learning objectives, but without use of action verbs to clearly communicate lecture goals.	Provides 3 well-developed learning objectives that use appropriate outcome verbs* to clarify lecture goals.
<b>Summarizes the case</b>	Does not include information on presentation/indications of the case, important features/natural history of the condition, or test results/outcomes/management plan.	Provides those facts of case, condition, and outcome/management, but does not clearly use critical thinking to reflect logical course of events or highlight teaching points.	Provides a well-developed overview of the case, condition, and outcome/management, complete with attention to course of events and highlighting teaching points.
<b>Draws appropriate conclusions</b>	Did not draw overall conclusions from the case. Presented facts only.	Applications to practice were implied, but not drawn explicitly. Or included <2 conclusions.	Provided >1 clear conclusions (take home points) that apply to genetic and/or genetic counseling practice.

Rubric Component	No	Yes
<b>Was the topic/case approved in advance by the supervisor?</b>		
<b>Did the student submit slides to supervisor for review 1 week in advance?</b>		
<b>Were suggestions made in advance by supervisor incorporated into final presentation?</b>		
<b>Were the presentation and visual aids organized?</b>		
<b>Were at least 2 differential diagnoses included?</b>		
<b>Were at least 2 supplementary sources used to enhance/broaden/support the topic?</b>		
<b>Were references/sources cited?</b>		
<b>Removes all identifying patient information from slides?</b>		
<b>Was delivery and length of presentation appropriate?</b>		
<b>Able to satisfactorily address questions from the audience?</b>		

**Overall comments:**

\*mastery of learning objectives is to include verbs such as: identify, discuss, discover, demonstrate, evaluate, apply, compare, understand, analyze, generate versus poor agenda-like objectives of: present case, review conclusions.