

**Loyola University Chicago - Stritch School of Medicine**  
**MCBG: SGPSS ASSESSMENT FORM**

STUDENT or GROUP: \_\_\_\_\_  Ongoing Feedback  
 Formative Assessment

DATE: \_\_\_\_\_ ASSESSOR: \_\_\_\_\_

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 (Please print above information. Mark the box indicating assessment type: ongoing or midcourse formative.)  
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**Instructions:**

Ongoing feedback: Observe the groups using the listed criteria for each outcome. Use these observations as the basis for specific feedback daily or weekly to groups or individuals.

Formative Assessment: Based on observations collected from ongoing feedback observations, use the following rating scale to evaluate each student's competencies. Circle the number to the right of each outcome objective that best represents your global judgment of the student's performance, and discuss each student's strengths and improvement opportunities. Use this for the scheduled Midcourse Formative Feedback Session.

Final Assessment: The final assessment rating should reflect that needed improvements were observed and/or that abilities have been maintained at expected levels. The assumption is that all students will be "3 – at the expected level". Other ratings **must** be supported by specific comments justifying the rating.

- 1 = Does not meet expectations - observed to a small extent; needs improvement.
- 2 = Meets expectations with concerns - observed to a moderate extent; expected behavior inconsistently demonstrated.
- 3 = Meets expectations - observed to a significant extent; ability at or above expected level.

**Please use the criteria listed for each outcome to determine your rating for this student or group.**

| <b>COMMUNICATION: Use verbal language effectively:</b>   | 1 | 2 | 3 |
|--|---|---|---|
| <ul style="list-style-type: none"> <li>Reads each problem aloud.</li> <li>Helps identify alternatives, and discusses relative merits of each.</li> <li>Encourages group to reach agreement by consensus.</li> <li>Promotes and participates in summarizing group findings and unresolved issues.</li> </ul>  |   |   |   |
| <b>COMMUNICATION: Use effective listening skills and elicit and provide information using effective nonverbal, explanatory, and questioning skills:</b>  | 1 | 2 | 3 |
| <ul style="list-style-type: none"> <li>Uses eye contact to convey interest and attentiveness.</li> <li>Uses posture, gestures and/or sounds to convey interest, understanding and encouragement.</li> <li>Refrains from interrupting others. Encourage others to participate by waiting to comment.</li> <li>Attempts to obtain information and opinions from all group members.</li> <li>Regularly restates to clarify and/or indicate understanding.</li> <li>Explicitly assures that <u>everyone</u> has same understanding of terms and concepts.</li> </ul> |   |   |   |
| <b>COMMUNICATION: Use written language effectively:</b>  | 1 | 2 | 3 |
| <ul style="list-style-type: none"> <li>Use flip chart and/or board for diagrams, lists, etc. to keep process group-centered and open to other learning styles.</li> </ul>  |   |   |   |

|   |   |   |   |
|---|---|---|---|
| <b>COMMUNICATION: Facilitate the learning of other students, including giving effective feedback:</b>   | 1 | 2 | 3 |
| <ul style="list-style-type: none"> <li>• Feedback is focused on observation and/or data, not inference.</li> <li>• Feedback is focused on things that are remediable (the 'action', not the 'actor').</li> <li>• Feedback is specific rather than general; descriptive (non-evaluative) rather than judgmental.</li> </ul>  |   |   |   |
| <b>PROBLEM SOLVING: Demonstrate an investigatory and analytic thinking approach:</b>  | 1 | 2 | 3 |
| <ul style="list-style-type: none"> <li>• Defines problem-solving <u>goals</u> before offering possible solutions.</li> <li>• Identifies pertinent data to be analyzed.</li> <li>• Identifies all alternative problem-solving strategies non-judgmentally.</li> <li>• After identifying all alternatives, discusses relative merits of each alternative.</li> </ul>  |   |   |   |
| <b>PERSONAL GROWTH: Demonstrate a commitment to individual professional and personal growth: (Compare and discuss Pre-Course and Mid-Course Self-Assessment Forms)</b>  | 1 | 2 | 3 |
| <ul style="list-style-type: none"> <li>• Accepts feedback gracefully and modifies personal behaviors in response to correction.</li> <li>• Establishes personal goals for developing abilities within the 4 SSOM competencies addressed within the MCBG course.</li> <li>• Establishes a plan, time frame, and outcome objectives for each goal.</li> <li>• Self assesses and seeks external assessments periodically.</li> <li>• Reflects, reassesses, and establishes new goals.</li> </ul> |   |   |   |
| <b>PROFESSIONALISM: Behave professionally:</b>  | 1 | 2 | 3 |
| <ul style="list-style-type: none"> <li>• Punctuality (explains lateness or absence; informs of known future absences)</li> <li>• Honesty (acknowledges original sources, does not cheat, admits errors)</li> <li>• Respect (acknowledges the effort and value of others' roles in creating and sustaining an effective learning environment)</li> </ul>   |   |   |   |
| <b>PROFESSIONALISM: Interact effectively with other small group members in the educational setting:</b>   | 1 | 2 | 3 |
| <ul style="list-style-type: none"> <li>• Refers to/obeys Group Ground Rules governing behaviors that promote group effectiveness</li> <li>• Informs group of potential barriers to communication (e.g., not prepared, no sleep, illness, other) at the beginning of the particular SGPSS</li> <li>• Identifies areas of conflict and initiates strategies (discussion, resources, etc.) for resolving conflicts in a timely manner.</li> </ul>  |   |   |   |

**COMMENTS:** **Ongoing Feedback**

**STUDENTS:** If self-assessing, write what you think you do well and what you'd like to improve. Share this with your group members. If assessing another group member, write what you think that person does well and what they could improve (be specific). Share this with the other group members.

**FACULTY:** On a regular basis, ask students to self assess and to assess another group member (see above). On a regular basis, use some time at the end of the SGPSS to point out to groups what their strengths are and what they could improve. Use the criteria and base comments on your observations. Be specific about the contributions of individual students and how individual students could enhance the SPGSSs. You may wish to collect all Ongoing Feedback forms in order to get an idea of students' progress in improving their abilities.

**Formative Feedback Session**

FACULTY Write a summary that includes all items discussed (what the student is doing well and what needs improvement at this time) and the improvement plan agreed on. Collected Ongoing Feedback forms will provide you with data for your discussion with each student. *Please relate comments to specific criteria listed for each outcome. You may also add comments related to specific criteria not listed, but please specify the criteria used.*