# RESEARCH ONLY PERFORMANCE RATING TOOL

***Competency Area 1***

***Reliability and Dependability***

Please review the competency definition and the proficiency level descriptions and examples prior to providing your ratings.

**Reliability and Dependability**: Consistently fulfills obligations in a timely and satisfactory manner; takes responsibility for personal actions and performance.

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| **Proficiency Levels** | **Proficiency Level Descriptions and Examples** |
| ***N/A*** | ***Insufficient Information to Rate*** |
| **5****High** | **Completes assignments on time and comprehensively by holding self and others accountable; Prioritizes tasks effectively and thoroughly resolves conflicting responsibilities**Examples:* Appropriately manages and attends to commitments, even when they compete with one another
* Double-checks work and addresses potential errors with others
 |
| **4****Medium-High** | **Completes assignments on time and comprehensively; Prioritizes tasks effectively and seeks alternative solutions to conflicting responsibilities**Examples:* Contributes thoughtfully and comprehensively to discussions
* Prepares and presents well-organized, accurate, and concise reports and cases
 |
| **3****Medium** | **Completes assignments on time and satisfactorily; Prioritizes tasks effectively and satisfactorily addresses conflicting responsibilities** Examples:* Meets deadlines for assignments
* Arrives to class prepared to contribute to discussions
 |
| **2****Medium-Low** | **Generally completes assignments on time and generally satisfactorily; May require assistance prioritizing tasks and managing conflicting responsibilities**Example:* Communicates with faculty in case of late assignments or absences
 |
| **1****Low** | **Occasionally fails to complete assignments on time and satisfactorily and sometimes misses an assignment; May fail to identify key priorities and/or address conflicting responsibilities**Example:* May arrive to class without evidence of preparation
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For each student, consider the following: **“Which level of proficiency best characterizes the student’s behavior as it relates to the competency?”**

Please select the proficiency level that best characterizes the student’s behavior as it relates to the **Reliability and Dependability**. *If you have not had an opportunity to observe the student display the competency, select N/A.*

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|  | N/A | 1 | 2 | 3 | 4 | 5 |
| Student 1 |  |  |  |  |  |  |
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Please review the overall distribution of ratings. Adjust as needed to ensure ratings accurately represent students’ proficiencies.

#### **Competency Area 2**

#### **Capacity for Improvement**

Please review the competency definition and the proficiency level descriptions and examples prior to providing your ratings.

**Capacity for Improvement:** Sets goals for continuous improvement and for learning new concepts and skills; engages in reflective practice for improvement; solicits and responds appropriately to feedback.

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| **Proficiency Levels** | **Proficiency Level Descriptions and Examples** |
| ***N/A*** | ***Insufficient Information to Rate*** |
| **5****High** | **Creates opportunities for self to improve performance; seeks and addresses feedback even when performance is deemed satisfactory**Examples:* Seeks or creates opportunities to learn and develop (e.g., initiates summer research)
* Meets with faculty to identify new areas for improvement and resolve any issues
 |
| **4****Medium-High** | **Seeks out opportunities to improve performance; consistently seeks and addresses performance feedback from others**Example:* Follows up with faculty to determine if performance has improved
 |
| **3****Medium** | **Participates in available opportunities to improve performance without being asked; seeks and addresses feedback from others when performance doesn’t meet own expectations**Example:* Initiates meeting with faculty to improve performance after receiving a lower-than-expected grade
 |
| **2****Medium-Low** | **Participates in available opportunities to improve performance, when suggested; does not seek feedback, but may successfully address performance feedback from others** Example:* Completes remediation for missed classes or assignments in a timely manner
 |
| **1****Low** | **Does not participate in available opportunities to improve performance; does not seek nor successfully address performance feedback from others**Example:* May not acknowledge own knowledge or skill deficiencies
 |

For each student, consider the following: **“Which level of proficiency best characterizes the student’s behavior as it relates to the competency?”**

Please select the proficiency level that best characterizes the student’s behavior as it relates to the **Capacity for Improvement**. *If you have not had an opportunity to observe the student display the competency, select N/A.*

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| --- | --- | --- | --- | --- | --- | --- |
|  | N/A | 1 | 2 | 3 | 4 | 5 |
| Student 1 |  |  |  |  |  |  |
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Please review the overall distribution of ratings. Adjust as needed to ensure ratings accurately represent students’ proficiencies.

#### **Competency Area 3**

#### **Ethical Responsibility to Self and Others**

Please review the competency definition and the proficiency level descriptions and examples prior to providing your ratings.

**Ethical Responsibility to Self and Others**: Behaves in an honest and ethical manner; cultivates personal and academic integrity; adheres to ethical principles and follows rules and procedures; resists peer pressure to engage in unethical behavior and encourages others to behave in honest and ethical ways; develops and demonstrates ethical and moral reasoning.

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| **Proficiency Levels** | **Proficiency Level Descriptions and Examples** |
| ***N/A*** | ***Insufficient Information to Rate*** |
| **5****High** | **Role models ethics and integrity; does not engage in unethical behavior even when pressured to do so; speaks out when others demonstrate a lack of ethics or integrity; successfully navigates complex ethical dilemmas**Examples:* Demonstrates an effort to prevent the mistreatment of others
* Seeks to understand nuances of situations, including perspectives of parties involved when faced with ethical dilemmas
 |
| **4****Medium-High** | **Adheres to rules of ethics and integrity and encourages others to do so; reports others demonstrating a lack of ethics or integrity; successfully navigates somewhat complex ethical dilemmas**Examples:* Seeks advice for navigating complex ethical challenges as appropriate
* Takes ownership of mistakes and errors
 |
| **3****Medium** | **Adheres to rules of ethics and integrity; resists pressure to act unethically; successfully navigates common ethical dilemmas**Examples:* Follows student code of professional conduct
* Considers ethical dilemmas and how to resolve them in cases
 |
| **2****Medium-Low** | **Generally adheres to rules of ethics and integrity, but occasionally gives in to pressure to behave unethically; recognizes common ethical dilemmas and generally navigates them successfully**Example:* May agree to help another student complete an assignment they were instructed to complete independently
 |
| **1****Low** | **Adheres to rules of ethics and integrity with others’ assistance; gives in to peer pressure to behave unethically; recognizes common ethical dilemmas but requires assistance to navigate them** Examples:* May not take responsibility for mistakes or errors
* May demonstrate lapses in ethical decision making (e.g., violates HIPAA requirement, provides a computer password to another user)
 |

For each student, consider the following: **“Which level of proficiency best characterizes the student’s behavior as it relates to the competency?”**

Please select the proficiency level that best characterizes the student’s behavior as it relates to **Ethical Responsibility to Self and Others**. *If you have not had an opportunity to observe the student display the competency, select N/A.*

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|  | N/A | 1 | 2 | 3 | 4 | 5 |
| Student 1 |  |  |  |  |  |  |
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Please review the overall distribution of ratings. Adjust as needed to ensure ratings accurately represent students’ proficiencies.

#### **Competency Area 4**

#### **Resilience and Adaptability**

Please review the competency definition and the proficiency level descriptions and examples prior to providing your ratings.

**Resilience and Adaptability**: Demonstrates tolerance of stressful or changing environments or situations and adapts effectively to them; is persistent, even under difficult situations; recovers from setbacks.

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| **Proficiency Levels** | **Proficiency Level Descriptions and Examples** |
| ***N/A*** | ***Insufficient Information to Rate*** |
| **5****High** | **Anticipates and plans for change to adapt quickly and effectively; persists in highly stressful or difficult situations; recovers quickly from setbacks; helps others to overcome adversity** Examples:* Shares strategies for managing stress with others
* Excels even when in ambiguous or uncertain situations
 |
| **4****Medium-High** | **Adapts to change quickly and independently; persists in highly stressful or difficult situations; generally recovers quickly from setbacks**Examples:* Maintains composure when approaching challenges
* Changes strategy in response to new information (e.g., updated course requirements) or circumstances (e.g., team member becomes ill)
 |
| **3****Medium** | **Generally adapts to change independently; only seeking guidance when necessary; persists in stressful or difficult situations; recovers from setbacks** Examples:* Adjusts study strategies after not performing as well as expected on an exam
* Acknowledges need to prioritize school and extra-curricular or social activities
 |
| **2****Medium-Low** | **Adapts to change but often requires assistance or guidance from others; shows willingness to adapt to change; recovers from setbacks over time**Examples:* Occasionally prioritizes extra-curricular activities over school requirements
* May take some time to recover after a setback (e.g., poor grade, negative feedback)
 |
| **1****Low** | **Has difficulty and occasionally struggles to adapt to change; recovers from setbacks with others’ assistance** Examples:* May demonstrate frustration and stress in response to change
* May point to reasons other than self (e.g., technology issues, faculty teaching) for setbacks or performance issues
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For each student, consider the following: **“Which level of proficiency best characterizes the student’s behavior as it relates to the competency?”**

Please select the proficiency level that best characterizes the student’s behavior as it relates to **Resilience and Adaptability**. *If you have not had an opportunity to observe the student display the competency, select N/A.*

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|  | **N/A** | **1** | **2** | **3** | **4** | **5** |
| **Student 1** |  |  |  |  |  |  |
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Please review the overall distribution of ratings. Adjust as needed to ensure ratings accurately represent students’ proficiencies.

#### **Competency Area 5**

#### **Social Skills, Service Orientation**

This competency area includes two competencies: Social Skills and Service Orientation. Please review both competency definitions and the proficiency level descriptions and examples prior to providing your ratings. The competency area rating scale addresses both competencies.

**Social Skills**: Demonstrates an awareness of others’ needs, goals, feelings, and the ways that social and behavioral cues affect peoples’ interactions and behaviors; adjusts behaviors appropriately in response to these cues; treats others with respect.

**Service Orientation:** Demonstrates a desire to help others and sensitivity to others’ needs and feelings; demonstrates a desire to alleviate others’ distress; recognizes and acts on his/her responsibilities to society; locally, nationally, and globally.

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| **Proficiency Levels** | **Proficiency Level Descriptions and Examples** |
| ***N/A*** | ***Insufficient Information to Rate*** |
| **5****High** | **Anticipates and adjusts to others’ needs, goals, feelings, etc.; leads or coordinates efforts to help others**Examples:* Discretely corrects or addresses unprofessional behavior in peers or faculty
* Volunteers to lead or organize activities for everyone’s benefit
 |
| **4****Medium-High** | **Recognizes and adjusts to others’ needs, goals, feelings, etc.; goes out of one’s way to help others**Examples:* Discusses controversial topics and handles difficult situations in a mature and professional manner
* Calmly and respectfully handles difficult situations or individuals
 |
| **3****Medium** | **Recognizes others’ needs, goals, feelings, etc. and generally adjusts approach to interaction; helps others when it is convenient**Examples:* Apologizes for making unjustified assumptions about others’ personal lives
* May assist other students with learning procedures
 |
| **2****Medium-Low** | **Recognizes others’ needs, goals, feelings, etc. and occasionally adjusts approach to interaction, but not always successfully; helps others when asked or encouraged to do so**Examples:* Occasionally recognizes and adapts to social cues (e.g., others’ nonverbal behavior)
* Occasionally takes action without considering the impact on others
 |
| **1****Low** | **Generally recognizes others’ needs, goals, feelings, etc., but does not adjust approach to interaction; does not help others** Examples:* Monopolizes conversations with peers
* May not demonstrate respect toward students or faculty during classes
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For each student, consider the following: **“Which level of proficiency best characterizes the student’s behavior as it relates to the competency?”**

Please select the proficiency level that best characterizes the student’s behavior as it relates to **Social Skills, Service Orientation**. *If you have not had an opportunity to observe the student display the competency, select N/A.*

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|  | **N/A** | **1** | **2** | **3** | **4** | **5** |
| **Student 1** |  |  |  |  |  |  |
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Please review the overall distribution of ratings. Adjust as needed to ensure ratings accurately represent students’ proficiencies.

#### **Competency Area 6**

#### **Cultural Competence**

Please review the competency definition and the proficiency level descriptions and examples prior to providing your ratings.

**Cultural Competence**: Demonstrates knowledge of socio-cultural factors that affect interactions and behaviors; shows an appreciation and respect for multiple dimensions of diversity; recognizes and acts on the obligation to inform one’s own judgment; engages diverse and competing perspectives as a resource for learning, citizenship, and work; recognizes and appropriately addresses bias in themselves and others; interacts effectively with people from diverse backgrounds.

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| **Proficiency Levels** | **Proficiency Level Descriptions and Examples** |
| ***N/A*** | ***Insufficient Information to Rate*** |
| **5****High** | **Embraces, practices, and encourages appreciation of diversity and inclusion; understands and prevents own biases from influencing behavior; respectfully addresses others’ biases** Examples:* Models sensitivity to diversity and advocacy for disadvantaged individuals
* Encourages others to share differing perspectives during discussion
 |
| **4****Medium-High** | **Respects and appreciates diversity and inclusion; understands own biases and generally prevents biases from affecting behavior; confronts others’ who allow biases to affect behavior**Examples:* Speaks up when witnessing others being treated unfairly
* Remains respectful when discussing culturally sensitive topics
 |
| **3****Medium** | **Shows respect for diversity as well as efforts to advance diversity; demonstrates awareness of own biases; reports others who engage in biased behavior**Examples:* Engages in learning opportunities about other cultures or groups when suggested
* Listens when others share different perspectives
 |
| **2****Medium-Low** | **Shows respect for diversity and inclusion; acknowledges own biases and recognizes others’ biased behavior**Examples:* Does not take advantage of opportunities to learn about other cultures or groups
* Recognizes when others are treated unfairly, but does not take action
 |
| **1****Low** | **Shows tolerance for policies promoting diversity and inclusion; is not aware of own biases nor acknowledges others’ biased behavior** Examples:* May make insensitive or inappropriate comments to others
* May exhibit prejudice, bias, etc. toward diverse populations
 |

For each student, consider the following: **“Which level of proficiency best characterizes the student’s behavior as it relates to the competency?”**

Please select the proficiency level that best characterizes the student’s behavior as it relates to **Cultural Competence**. *If you have not had an opportunity to observe the student display the competency, select N/A.*

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|  | **N/A** | **1** | **2** | **3** | **4** | **5** |
| **Student 1** |  |  |  |  |  |  |
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Please review the overall distribution of ratings. Adjust as needed to ensure ratings accurately represent students’ proficiencies.

#### **Competency Area 7**

#### **Teamwork**

Please review the competency definition and the proficiency level descriptions and examples prior to providing your ratings.

**Teamwork**: Works collaboratively with others to achieve shared goals; shares information and knowledge with others and provides feedback; puts team goals ahead of individual goals.

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| **Proficiency Levels** | **Proficiency Level Descriptions and Examples** |
| ***N/A*** | ***Insufficient Information to Rate*** |
| **5****High** | **Facilitates collaboration, unites team around shared goals, and delegates tasks to ensure team success**Examples:* Respectfully addresses dysfunction in the team
* Coordinates efforts across group so everyone has an opportunity to learn and do well
 |
| **4****Medium-High** | **Helps foster team member collaboration and information exchange; helps motivate team to goal achievement**Examples:* Listens to other team members and asks clarifying questions to ensure understanding
* Helps team members understand roles and responsibilities
 |
| **3****Medium** | **Coordinates with others to complete tasks; seeks input from others**Examples:* Coordinates with peers to deliver a joint presentation
* Participates and cooperates in a team setting
 |
| **2****Medium-Low** | **Shares work with team members; occasionally seeks feedback from others**Example:* Listens to group discussion, but does not actively participate
 |
| **1****Low** | **Generally completes assigned tasks on own and focuses on individual goals**Examples:* Prioritizes personal outcomes in team settings (e.g., may try to outperform members of his/her team during presentation)
* May fail to carry out assigned tasks for a team project
 |

For each student, consider the following: **“Which level of proficiency best characterizes the student’s behavior as it relates to the competency?”**

Please select the proficiency level that best characterizes the student’s behavior as it relates to **Teamwork**. *If you have not had an opportunity to observe the student display the competency, select N/A.*

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|  | **N/A** | **1** | **2** | **3** | **4** | **5** |
| **Student 1** |  |  |  |  |  |  |
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Please review the overall distribution of ratings. Adjust as needed to ensure ratings accurately represent students’ proficiencies.

#### **Competency Area 8**

#### **Unprofessional Behaviors**

Please review the competency definition and the proficiency level descriptions and examples prior to providing your ratings.

**Unprofessional Behaviors:** Behaviors that signal a lack of “professional readiness” or violate the core tenets of professionalism (i.e., respect, humility, and honesty) and may require intervention or remediation. A **non-exhaustive list of examples** may include:

* failing to communicate necessary information to colleagues, staff, or supervisors
* frequent lateness
* failing to turn assignments in on time
* using phone during an inappropriate time (e.g., group discussion)
* lying about work that was done or not done
* making negative comments about colleagues, staff, supervisors, or patients in front of others
* using social media to blog or discuss sensitive or private information
* leaving early and not focusing on patient responsibilities

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| **Proficiency Levels** | **Proficiency Level Descriptions and Examples** |
| ***N/A*** | ***Insufficient Information to Rate or Not Observed*** |
| **3** | Have observed/been informed about several unprofessional behaviors that may require remediation |
| **2** | Have observed/been informed about some unprofessional behaviors that may require minor remediation |
| **1** | Have observed/been informed about some unprofessional behaviors, none of which require remediation |
| **0** | Have not observed/been informed about unprofessional behaviors |

For each student, consider the following: “**Did you observe, were informed by another colleague, or personally address behaviors related to this student’s unprofessional behaviors?”**

Please select the frequency category that best characterizes observations, information, or discussions as it relates to the student’s **Unprofessional Behaviors**.

*If you have not had an opportunity to observe the student display the competency, select N/A.*

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|  | **N/A** | **0** | **1** | **2** | **3**  |
| **Student 1** |  |  |  |  |  |
| **…** |  |  |  |  |  |

Please review the overall distribution of ratings. Adjust as needed to ensure ratings accurately represent students’ proficiencies