

ATL Graduate Programs Rubrics

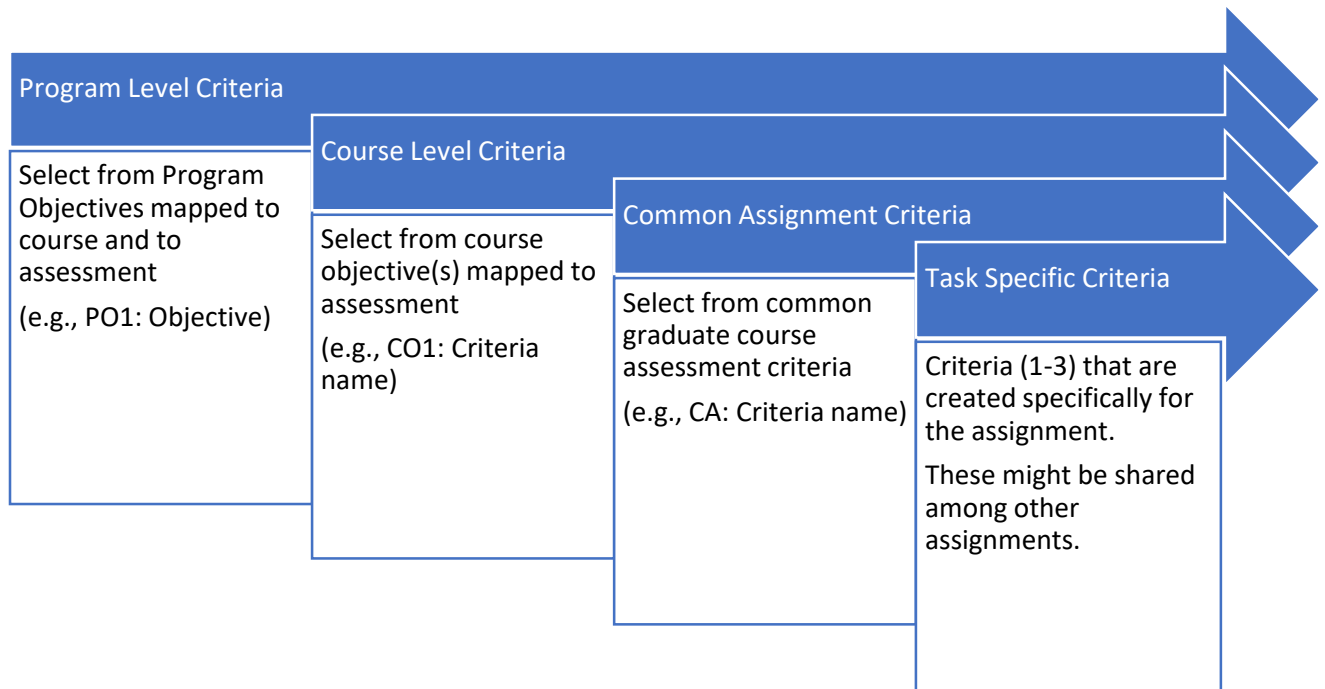
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Overview

Each assignment in the graduate courses should be measured using rubrics built from criteria based on the program and course level objectives and from common and task-specific assignment criteria. These rubrics will help ensure consistency in marking (inter-rater reliability) and monitor our ability to meet institutional needs.

Figure 1: Graduate Course Rubric Criteria



The program level rubric criteria come from the program objectives:

- 1) Develop curricula that draw upon a coherent interpretation of educational theory and best practices in medical education.
- 2) Develop teaching and learning activities grounded in approaches relevant to specific medical education teaching and learning environments.
- 3) Design assessments and instruments that assess specified learning outcomes appropriate to medical education learning environments.
- 4) Plan teaching and learning interventions based on interpretations of medical education assessment.
- 5) Demonstrate broad familiarity with issues surrounding the administration and delivery of medical education.
- 6) Conduct research in support of medical education scholarship.

Program Outcomes Map

<i>MEGC 'Anchor' Courses</i>	<i>Graduate Program Outcomes</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>
MEDS 601 - Research in Medical Education		✓				✓	✓
MEDS 603 - Curriculum Design and Development		✓		✓	✓		✓
MEDS 605 - Teaching and Learning Methodologies		✓	✓	✓	✓		✓
MEDS 607 - Assessment and Evaluation		✓	✓	✓	✓		✓
MEDS 609 - Learning Technologies and Emerging Media			✓	✓		✓	✓
MEDS 611 - Leadership and Administration					✓	✓	✓

Grading Scale

Grade	GPA	%
A+	4.0	96-100
A	4.0	90-95
A-	3.7	85-89
B+	3.3	80-84
B	3.0	75-79

Grade	GPA	%
B-	2.7	70-74
C+	2.3	65 (MPL) - 69
C	2.0	60-64
C-	1.7	55-59
F	0	0-54

Map Grading Scale to Rubric Standards

Extrapolates from / beyond requirements 10 Points	Synthesizes elements of requirements 9 Points	Elaborates on Requirements 8 Points	Identifies basic requirements 6-7 Points	Develops evidence of requirements 0-5 Points	Not completed 0 Points
A to A+	A- to A	B to B+	C+ to B-	F to C	NC

Program Level Criteria

PO1

Develop curricula that draw upon a **coherent** interpretation of educational theory and best practices in medical education.

Extrapolates from / beyond requirements 10 Points	Synthesizes elements of requirements 9 Points	Elaborates on Requirements 8 Points	Develops evidence of requirements 6-7 Points	Identifies basic requirements 1-5 Points	Not completed 0 Points
Designs thorough curriculum project from relevant theoretical frameworks across disciplines. Generates new directions.	Integrates several theoretical frameworks into the curriculum Intimates new directions in curriculum design.	Develops critical elements of the curriculum. Develops elements of a theoretical framework .	Develops basic evidence, examples, or theories of curriculum.	Presents minimal awareness of curriculum requirements.	Presents no evidence or awareness of the assignment. Does not submit.

PO2

Develop teaching and learning activities **grounded** in approaches relevant to specific medical education teaching and learning environments.

Extrapolates from / beyond requirements 10 Points	Synthesizes elements of requirements 9 Points	Elaborates on Requirements 8 Points	Develops basic requirements 6-7 Points	Identifies evidence of requirements 1-5 Points	Not completed 0 Points
Creates innovative teaching and learning activities. Produces insightful defense of theoretical and practical approaches.	Synthesizes various approaches into coherent teaching and learning activity. Cross references theoretical approaches and practical considerations	Elaborates on development of teaching and learning activities. Discusses connections to applicable theoretical and practical approaches.	Develops basic elements of teaching and learning strategies. Develops connections to teaching and learning environments.	Presents minimal awareness of teaching and learning strategies.	Presents no evidence or awareness of the assignment. Does not submit.

PO3

Design assignments *and* instruments that **assess** specified **learning objectives** appropriate to medical education learning environments.

Extrapolates from / beyond requirements 10 Points	Synthesizes elements of requirements 9 Points	Elaborates on Requirements 8 Points	Develops basic requirements 6-7 Points	Identifies evidence of requirements 1-5 Points	Not completed 0 Points
Creates innovative assignment and instrument to assess specified learning objectives. Measures validity and reliability.	Synthesizes assignment and instrument design to effectively assess specified learning objectives. Cross references multiple measures of validity and reliability.	Elaborates on assignment and instrument design to appropriately assess specified learning objectives. Discusses multiple appropriate measures of validity and reliability.	Develops basic elements of assignment and instrument design, including specified learning objectives. Employs measures of validity and reliability.	Presents minimal awareness of assessment and/or instrument design.	Presents no evidence or awareness of the assignment. Does not submit.

PO4

Plan teaching and learning interventions based on **interpretations** of medical education assessment.

Extrapolates from / beyond requirements 10 Points	Synthesizes elements of requirements 9 Points	Elaborates on Requirements 8 Points	Develops basic requirements 6-7 Points	Identifies evidence of requirements 1-5 Points	Not completed 0 Points
Designs longitudinal teaching and learning interventions from multiple assessment measures.	Correlates multiple assessment measures to inform teaching and learning interventions	Describes adequate planning of teaching and learning interventions based on assessments.	Develops basic planning of teaching and learning interventions based on assessments.	Presents minimal awareness of how assessment informs teaching and learning strategies.	Presents no evidence or awareness of the assignment. Does not submit.

PO5

Demonstrate competence with issues surrounding the administration and delivery of medical education.

Extrapolates from / beyond requirements 10 Points	Synthesizes elements of requirements 9 Points	Elaborates on Requirements 8 Points	Develops basic requirements 6-7 Points	Identifies evidence of requirements 1-5 Points	Not completed 0 Points
Designs an innovative, integrated overview of the issue or question under consideration.	Correlates the related key concepts to individual elements of the issue or question under consideration.	Defines the overall scope and related key concepts of the issue or question under consideration.	Develops questions related to the issues under consideration.	Identifies minimal awareness of how administration of medical education functions.	Presents no evidence or awareness of the assignment. Does not submit.

PO6

Conduct research in support of medical education scholarship.

Extrapolates from / beyond requirements 10 Points	Synthesizes elements of requirements 9 Points	Elaborates on Requirements 8 Points	Develops basic requirements 6-7 Points	Identifies evidence of requirements 1-5 Points	Not completed 0 Points
Creates a research project.	Integrates elements of related research or program evaluation into a research topic	Elaborates on a multi-level research topic.	Develops a measurable research topic.	Identifies minimal awareness of how medical education scholarship contributes to teaching and learning.	Presents no evidence or awareness of the assignment. Does not submit.

Common Assignment Criteria

Communication: Communicate clearly and succinctly to the current audience.

Extrapolates from / beyond requirements 10 Points	Synthesizes elements of requirements 9 Points	Elaborates on Requirements 8 Points	Develops basic requirements 6-7 Points	Identifies evidence of requirements 1-5 Points	Not completed 0 Points
Creates innovative message using multi-media within context, audience, and purpose.	Integrates multiple communication formats within context, audience, and purpose.	Demonstrates basic ability to communicate within context, audience, and purpose.	Develops awareness of principal audience, context, and purpose.	Identifies minimal benefits of effective communication.	Presents no evidence or awareness of the assignment. Does not submit.

CA: Discussion Forum Interactions

Extrapolates from / beyond requirements 10 Points	Synthesizes elements of requirements 9 Points	Elaborates on Requirements 8 Points	Develops basic requirements 6-7 Points	Identifies evidence of requirements 1-5 Points	Not completed 0 Points
Creates new directions through challenging questions. Extrapolates from question and comments posed by others.	Integrates comments from others' posts into challenging questions Expounds beyond the questions posed.	Elaborates on others' posts through challenging questions. Responds to multiple questions.	Develops points of discussion from others' posts. Acknowledges questions on own post.	Identifies minimal benefits of the social construction of knowledge.	Presents no evidence or awareness of the assignment. Does not submit.

CA: Discussion of Evidence

Develop a coherent argument from a clear and logical assemblage of evidence.

Extrapolates from / beyond requirements 10 Points	Synthesizes elements of requirements 9 Points	Elaborates on Requirements 8 Points	Develops basic requirements 6-7 Points	Identifies evidence of requirements 1-5 Points	Not completed 0 Points
Creates compelling argument citing numerous relevant sources and points of view.	Synthesizes evidence from multiple, relevant sources Integrates various points of view / approaches	Elaborates on evidence from relevant sources Responds to one or two differing points of view / approaches	Develops argument based on evidence from relevant sources Acknowledges one or two differing points of view / approaches	Identifies minimal elements of an argument.	Presents no evidence or awareness of the assignment. Does not submit.

CA: Interpretation of Evidence

Analyze evidence using acceptable parameters and to reach defensible conclusions.

Extrapolates from / beyond requirements 10 Points	Synthesizes elements of requirements 9 Points	Elaborates on Requirements 8 Points	Develops basic requirements 6-7 Points	Identifies evidence of requirements 1-5 Points	Not completed 0 Points
Extrapolates innovative arguments from patterns, differences, or similarities to related to the thesis statement.	Synthesizes defendable patterns, differences, or similarities into argument related to the thesis statement.	Elaborates on defendable patterns, differences, or similarities related to the thesis statement.	Develops patterns, differences, or similarities related to the thesis statement.	Identifies minimal awareness of how to interpret evidence.	Presents no evidence or awareness of the assignment. Does not submit.

CA: Use of Literature

Ability to incorporate relevant literature to support arguments.

Extrapolates from / beyond requirements 10 Points	Synthesizes elements of requirements 9 Points	Elaborates on Requirements 8 Points	Identifies basic requirements 6-7 Points	Develops evidence of requirements 1-5 Points	Not completed 0 Points
Extrapolates innovative arguments from multiple relevant sources.	Synthesizes ideas from multiple relevant sources to support ideas.	Elaborates on relevant sources to support ideas.	Identifies appropriate sources to support ideas.	Develops minimal awareness of how to source and cite literature.	Presents no evidence or awareness of the assignment. Does not submit.

Task Completion

Meets the task requirements.

Extrapolates from / beyond requirements 10 Points	Synthesizes elements of requirements 9 Points	Elaborates on Requirements 8 Points	Identifies basic requirements 6-7 Points	Develops evidence of requirements 1-5 Points	Not completed 0 Points
Creates an innovative and insightful solution to the task based on all relevant contextual factors.	Synthesizes complete task from all relevant contextual factors.	Elaborates on relevant contextual factors to construct a solution to the task.	Identifies relevant contextual factors necessary to complete the task	Develops minimal elements of the task	Presents no evidence or awareness of the assignment. Does not submit.

Course Level Objectives

MEDS 607

By the end of the course, participants will be able to:

1. Examine evidence that establishes reliability and validity of assessments for medical education.
2. Analyze the structure of a range of assessment tools that inform teaching and learning in medical education.
3. Construct original assessment tools to assess knowledge, skills and attitudes relevant to their medical education environment.

Objective 1:

1. Examine evidence that establishes reliability and validity of assessments for medical education.

Extrapolates from / beyond requirements 10 Points	Synthesizes elements of requirements 9 Points	Elaborates on Requirements 8 Points	Identifies basic requirements 6-7 Points	Develops evidence of requirements 1-5 Points	Not completed 0 Points
Expounds on insightful interpretation of evidence that establishes reliability and validity.	Synthesizes evidence from multiple sources to establish reliability and validity.	Elaborates on relevant evidence that helps to establish reliability and validity	Identifies relevant evidence that establishes reliability and validity	Develops minimal understanding of reliability and validity evidence	Presents no evidence or awareness of the assignment. Does not submit.

Objective 2

2. Analyze the structure of a range of assessment instruments that inform teaching and learning in medical education.

Extrapolates from / beyond requirements 10 Points	Synthesizes elements of requirements 9 Points	Elaborates on Requirements 8 Points	Identifies basic requirements 6-7 Points	Develops evidence of requirements 1-5 Points	Not completed 0 Points
Designs innovative assessment instrument.	Synthesizes analysis from multiple examples of assessment instruments.	Describes the functions of relevant features of assessment instruments	Identifies relevant features of assessment instruments	Develops minimal structures of assessment instruments	Presents no evidence or awareness of the assignment. Does not submit.

Objective 3

3. Construct original assessment tools to assess knowledge, skills and attitudes relevant to their medical education environment.

Extrapolates from / beyond requirements 10 Points	Synthesizes elements of requirements 9 Points	Elaborates on Requirements 8 Points	Identifies basic requirements 6-7 Points	Develops evidence of requirements 1-5 Points	Not completed 0 Points
Designs innovative assessment instrument.	Synthesizes features from multiple examples of assessment instruments.	Rationalizes the included features of assessment instruments	Includes basic features of assessment instruments	Develops minimal structures of assessment instruments	Presents no evidence or awareness of the assignment. Does not submit.