

Global Rating Scale (GRS)

Global Rating Scale to Assess Medical Students in the Clinical Environment

Please evaluate the clinical performance of the medical student on the following competencies. To view the anchors/descriptions of each performance level, hover your mouse over the check box. You can also download a PDF version of the rubric below.

Guidelines for evaluators (attending, fellows, residents):

- Medical students are expected to be at a level 3 at the beginning of the rotation.
 - This roughly corresponds to a “Satisfactory” grade.
- Medical students who demonstrate excellent performance and growth throughout the rotation are a level 4.
 - This roughly corresponds to an “Excellent” grade.
- Medical students who demonstrate resident-level performance and growth throughout the rotation are level 5.
 - This roughly corresponds to an “Honors” grade.

	Level 1	Level 2	Level 3	Level 4	Level 5	N/A
Knowledge for Practice: Demonstrates knowledge of established and evolving biomedical, clinical, epidemiological, and social-behavioral sciences, as well as the application of this knowledge to the practice of pathology.						
Generates a well-reasoned pathologic differential diagnosis	Poor use of data. Misses likely diagnoses repeatedly.	Generates diagnoses inconsistently. Occasionally generates incomplete or inaccurate diagnoses.	Consistently generates a complete differential diagnosis for common pathologic conditions.	Consistently generates complete, prioritized differential diagnoses for majority of pathologic conditions.	Consistently generates complete, organized, and thoughtful differentials in order of likelihood, including with complicated pathologic diagnoses.	
Applies knowledge of anatomic pathology to other specialties (radiology, internal medicine,	Never correlates pathology to clinical medicine.	Rarely applies knowledge of anatomic pathology to other specialties. Rarely is able to determine a clinical-	Occasionally applies knowledge of anatomic pathology to other specialties. Is occasionally able to determine a clinical-	Mostly applies knowledge of anatomic pathology to other specialties. Is usually able to determine a clinical-	Consistently applies knowledge of anatomic pathology to other specialties. Often highlights clinical-pathologic correlations.	

surgery, etc.).		pathologic correlation.	pathologic correlation.	pathologic correlation.		
Practice-Based Learning and Improvement: Demonstrates the ability to appraise and assimilate scientific evidence and to continuously improve based on constant self-evaluation and life-long learning.						
Demonstrates awareness of their own strengths and limitations, and actively works to improve their own knowledge and practice	Does not demonstrate awareness of their own limitations, or attempt to improve their own knowledge or practice. Does not seek out or apply scientific evidence to support pathologic diagnoses.	Demonstrates only superficial understanding of own limitations. Makes minimal attempts to improve own knowledge or practice. Only seeks out scientific evidence when prompted to do so.	Acceptable understanding of own limitations. Makes reasonable attempts to improve own knowledge and practice. Usually seeks out scientific evidence when applicable.	Solid understanding of own limitations. Shows commitment to improving own knowledge and practice. Actively seeks out scientific evidence when applicable.	Genuine and complete understanding of own limitations. Is self-motivated and committed to improving knowledge and practice. Actively seeks out scientific evidence when applicable and applies findings to pathologic diagnoses.	
Interpersonal and Communication Skills: Demonstrates interpersonal and communication skills that result in the effective exchange of information and collaboration with health professionals.						
Communicates effectively with pathology residents, fellows, and faculty during virtual meetings (during virtual sign out, didactics, unknown case	Does not participate in virtual meetings. Struggles to communicate during virtual meetings. Does not ask questions. Behaves inappropriately during virtual meetings.	Participates rarely in virtual meetings. Rarely communicates ideas effectively during virtual meetings. Rarely asked questions. Engages appropriately with the	Participates occasionally in virtual meetings. Occasionally communicates ideas effectively during virtual meetings. Occasionally asks questions. Engages appropriately with the pathology	Participates moderately in virtual meetings. Mostly communicates ideas effectively during virtual meetings. Asks mostly thought-out questions.	Highly involved in participating virtual meetings. Regularly communicates ideas effectively during virtual meetings. Consistently asks well-thought out questions. Engages appropriately with the pathology faculty and the	

assignment s, etc.)		pathology faculty and the other medical student(s) during virtual meetings.	faculty and the other medical student(s) during virtual meetings.	Engages appropriately with the pathology faculty and the other medical student(s) during virtual meetings.	other medical student(s) during virtual meetings.	
Communicates effectively in written assignments (virtual slide box, pathology report, staging/grading tumors, etc.)	Does not turn in written assignments.	Incomplete or poorly written assignments.	Complete and accurate written assignments. May occasionally miss minor details or include irrelevant information.	Thorough and accurate written assignments.	Thorough, organized, and precise written assignments. Integrates evidence-based information as applicable.	
Professionalism: Demonstrates a commitment to carrying out professional responsibilities and an adherence to ethical principles.						
Demonstrates professionalism by being respectful to others, being prepared for lectures, attending lectures and meetings, and turning in all assignments.	Disrespectful of others. Intolerant of others' attitudes or beliefs. Treats people preferentially depending on position. Does not attend any virtual sessions, meetings, lectures. Does not turn in any assignments.	Consistently treats both pathology faculty and fellow medical student(s) with respect. Turns in a minority of assignments. Attends a minority of lectures, meetings, or didactic sessions.	Consistently treats both pathology faculty and fellow medical student(s) with respect. Turns in most assignments. Attends most lectures, meetings, or didactic sessions.	Consistently treats both pathology faculty and fellow medical student(s) with respect. Turns in a majority of assignments. Attends a majority of lectures, meetings, or didactic sessions.	Consistently treats both pathology faculty and fellow medical student(s) with respect. Turns in all assignments. Attends all lectures, meetings, or didactic sessions (unless excused). Is consistently prepared.	

	Does not attend any lectures, meetings, or didactic sessions. Is consistently unprepared for meetings or assignments.	Is rarely prepared for meetings or assignments.	Is moderately prepared for meetings or assignments.	Is usually prepared for meetings or assignments.	red for meetings or assignments.	
Committed to ethical principles and patient privacy.	May breach ethical principles and/or patient privacy, and does not take immediate steps to rectify breach or prevent future breaches.	Careless with ethical principles and/or patient privacy.	Follows ethical principles and is careful with confidential information.	Demonstrate s dedication to ethical principles and patient privacy.	Demonstrates a clear and nuanced understanding of ethical principles and patient privacy.	
Personal and Professional Development: Demonstrates the qualities required to sustain lifelong personal and professional growth.						
Demonstrates flexibility and maturity in adjusting to change, stress, and ambiguity	Responds poorly under pressure and stress. May lose temper or otherwise react unprofessionally. Demonstrates inflexibility and is unable to adapt to change and ambiguity.	Does not respond well to stress, and may occasionally drop professionalism under pressure. Is reluctant to adapt to change and ambiguity.	Remains calm and professional under stress. Willing to adapt to change and ambiguity when necessary, but may offer initial mild resistance.	Manages stress and pressure productively and maturely. Demonstrates flexibility and an openness to change and ambiguity.	Manages stress and pressure productively and maturely, to the extent that they are a role model and calming presence for others on the team. Welcomes change and ambiguity as an opportunity for growth.	
Scientific and Clinical Inquiry: Demonstrates understanding of scientific theory and methodology and the critical thinking skills needed to interpret and apply research to improving patient care.						

Demonstrates the critical thinking skills needed for applying basic and clinical sciences to pathologic diagnoses.	Demonstrates poor critical thinking skills. Does not apply scientific theory or research to pathologic diagnoses. Exhibits an inability to evaluate the quality of scientific evidence.	Demonstrates underdeveloped critical thinking skills. Rarely applies scientific theory or research to pathologic diagnoses. Inconsistent ability to evaluate the quality of scientific evidence.	Demonstrates good critical thinking skills. Occasionally applies scientific theory or research to pathologic diagnoses. Is able to evaluate the quality of scientific evidence.	Demonstrates excellent critical thinking skills. Often applies scientific theory or research to pathologic diagnoses. Is skilled at evaluating the quality of scientific evidence.	Demonstrates outstanding critical thinking skills. Almost always applies theory and evidence to patient care when relevant and may think of applicable scientific evidence that others on the team have not yet thought of. Is skilled at evaluating the quality of scientific evidence and considers nuance.	
--	---	--	---	--	---	--

Comments

15. Summary Comments for the Medical Student Performance Letter (MSPE; formerly known as the Dean’s Letter). Please describe your impression of the student’s overall clinical performance. These comments will be included in the MSPE: _____

16. Additional constructive feedback: Please provide any additional constructive feedback, for use by the student and the educational program to enhance future study. Please indicate any domains you feel need particular attention. These comments will not be included in the MSPE: _____

Supplemental Material 4: The Global Rating Scale (GRS), which assesses student competencies required for graduation, was slightly adapted for the Virtual Anatomic Pathology Elective to make the evaluations more applicable to pathology and the virtual environment.