



***Scholarly Product Evaluation Rubric***

***Student Name***

|                                      |  |  |  |   |           |
|--------------------------------------|--|--|--|---|-----------|
| <b>GOALS</b>                         | Project goals were unclear and/or the product did not meet them in a meaningful way  | Project goals were somewhat clear and/or the product met them to some extent   | Project goals were clear and the product met them in a meaningful way  | Project goals were very clear and the product met or exceeded them in a very meaningful way   | Comments: |
| <b>PREPARATION</b>                   | The product reflects inadequate preparation, lack of varied or valid sources, and a limited understanding of the content   | The product reflects adequate preparation, some varied or valid sources, and a basic understanding of the content  | The product reflects appropriate preparation, varied and valid sources, and an understanding of the content  | The product reflects excellent preparation and a deep, complex understanding of the content   | Comments: |
| <b>METHODOLOGY</b>                   | The project methodology is unclear and/or inadequate; The final product reflects a non-systematic approach   | The project methodology is somewhat clear and/or adequate; The final product reflects a somewhat systematic approach   | The project methodology is clear and/or appropriate; The final product reflects a systematic approach  | The project methodology is very clear and/or very appropriate; The final product reflects a systematic and rigorous approach                                      | Comments: |
| <b>RESULTS</b>                       | The final product does not reflect achievement or understanding  | The final product reflects a limited degree of achievement or understanding  | The final product reflects achievement or understanding  | The final product reflects substantial achievement or understanding   | Comments: |
| <b>PRESENTATION</b>                  | The student was not effective in communicating the information to his/her audience   | The student was somewhat effective in communicating the information to his/her audience  | The student was effective in communicating the information to his/her audience   | The student was very effective in communicating the information to his/her audience   | Comments: |
| <b>REFLECTIVE CRITIQUE</b>           | The product does not reflect a thoughtful understanding of the project's strengths and weaknesses, of further areas of study, and of future applications of the work | The product reflects, to a limited degree, a thoughtful understanding of the project's strengths and weaknesses, of further areas of study, and of future applications of the work | The product reflects a thoughtful understanding of the project's strengths and weaknesses, of further areas of study, and of future applications of the work | The product reflects a very thoughtful understanding of the project's strengths and weaknesses, of further areas of study, and of future applications of the work | Comments: |
| <b>CREATIVE AND ORIGINAL THOUGHT</b> | The final product does not reflect creative and/or original thought  | The final product reflects a limited degree of creative and/or original thought  | The final product reflects creative and/or original thought  | The final product reflects a significant amount of creative and/or original thought   | Comments: |



### Application of Glassick's Criteria for Scholarship across Boyer's Scholarship Types

| Glassick's Criterion          | Research  | Teaching*  | Clinical Scholarship (application/ integration)  | Community Engagement   |
|-------------------------------|---|--|--|--|
| <b>Clear Goals</b>            | Clarity of hypotheses; importance of questions  | Clear, achievable, measurable objectives   | Clear, achievable objectives relevant to clinical setting  | Shared goals, importance to community served, "SMART" objectives*  |
| <b>Adequate preparation</b>   | Knowledge of content, theories and methods; ability to assemble necessary resources                 | Up-to-date knowledge, ability to identify and organize appropriate quantity and level of material specific to objectives | Background knowledge of clinical evidence, setting and processes; ability to assemble interdisciplinary team to enhance understanding.   | Knowledge of scientific background and local assets and needs; history, attitudes, structure and economic realities of partners; broad-based support/ mutual understanding |
| <b>Appropriate Methods</b>    | Proposed study design will answer question; appropriate statistical analysis for design             | Appropriate teaching methods to meet objectives; and assessment measures to evaluate outcomes                            | Systematic observation and scientific methods to identify, describe, and solve clinical problems in context of practice  | Appropriate, valid methods chosen and carried out through participatory means, with meaningful input from the population of interest                                       |
| <b>Significant Results</b>    | Hypothesis tested and proved or disproved   | Measures of quality/ effectiveness of teaching; learners' accomplishment of objectives.                                  | Data applied to anticipate trends, predict needs, create effective clinical products and services, track and manage clinical processes, outcomes, and impact – Potential to improve clinical practice. | Measures of inputs, process, outcomes, achievement of objectives. Results meaningful scientifically and to community – inform local action.                                |
| <b>Effective Presentation</b> | Publication or presentation in public domain  | Presentation or publication sharing results/process/materials with colleagues  | Publication, presentation, consultation, use by others, applied leadership.  | Publication or presentations appropriate to stakeholders; scientific peers, community, media, policy-makers  |
| <b>Reflective Critique</b>    | Critical reflection on results, limitations, to guide practice and direction of additional research | Critical analysis of teaching activity that results in changes to improve teaching                                       | Critical reflection of results and processes to guide patient care.  | Critical reflection on partnership, processes, results and impact to guide community action  |

Meurer LN, Medical College of Wisconsin, 2012

\*adapted from Fincher RE, Simpson DE, et al: Scholarship in Teaching: An imperative for the 21<sup>st</sup> Century. Acad Med 2000;75;887-894.