

**Graduate School of Biomedical Sciences  
Laboratory Rotation Evaluation**

(Please return this form electronically to your Program Office.)

*Important: This fillable PDF must be used with Adobe Reader; it will not work correctly if you use Preview. Adobe Reader may be downloaded from the internet free of charge.*

Student Name: \_\_\_\_\_

Faculty Mentor: \_\_\_\_\_

Graduate Program: \_\_\_\_\_ Degree Program: PhD  MD-PhD  PDD-MS  Rotation #: \_\_\_\_\_

**For Molecular Microbiology ONLY**

Rotation area satisfied: Prokaryotic  Other

Briefly describe what the student's project entailed. List techniques used by the student. Which lab member did the student work most closely with?

Did the student have the opportunity to present at lab meetings or to you? Yes  No   
(If yes, what is your evaluation of the presentations?)

Did the student have the opportunity to write any progress reports for you? Yes  No   
(If yes, what is your evaluation of these?)

List the major laboratory techniques used by student during the rotation. Identify any that were new to the student.

Were there elements of the student's interaction with you or with lab members that need improvement? Yes  No   
(If yes, please explain.)

Please use this 5-point scale to evaluate the student's performance in the lab. Please use the entire range of scores, as appropriate. Please note that a score of 5 is intended to denote exceptional performance and that if you assign a student a 5 this will be taken to mean that you are willing to accept that student into your lab.

	Score=5 (A/A-/S)	Score=4 (B+/S)	Score=3 (B/S)	Score=2 (B-/S)	Score=1 (C/U)
<p><b>Understanding and reasoning</b></p> <p>Assign a score of 5 if the student:</p> <ul style="list-style-type: none"> <li>read about the theoretical background of the project once the rotation began</li> <li>initiated at least one discussion about the background of the project</li> </ul> <p>Assign a score of 3 if the student:</p> <ul style="list-style-type: none"> <li>read around technical aspects of the project</li> <li>discussed the project with the PI or other lab members</li> </ul> <p>Assign a score of 1 if the student:</p> <ul style="list-style-type: none"> <li>showed no evidence of reading about the topic</li> <li>did not spontaneously engage in conversation about their work apart from the direct reporting of results</li> </ul>					
<p><b>Presentation skills</b></p> <p>Assign a score of 5 if the student can:</p> <ul style="list-style-type: none"> <li>put the work they are doing into perspective with respect to other work</li> <li>describe experimental methods in detail and experimental results accurately</li> <li>discuss the data (can be negative data) in a fashion that advances understanding of the question addressed</li> </ul> <p>Assign a score of 3 if the student can:</p> <ul style="list-style-type: none"> <li>document the experimental methods in detail and report results accurately</li> <li>discuss results with respect to the field</li> </ul> <p>Assign a score of 1 if the student cannot:</p> <ul style="list-style-type: none"> <li>put the problem they are working on into perspective with respect to other work</li> <li>describe the experiments in a way that will allow them to be repeated</li> <li>link the results with prior work in the field</li> </ul>					
<p><b>Initiative and motivation</b></p> <p>Assign a score of 5 if the student:</p> <ul style="list-style-type: none"> <li>spent more time in the lab than the minimum required (15-20 hrs)</li> </ul> <p>Assign a score of 3 if the student:</p> <ul style="list-style-type: none"> <li>effectively balanced class and lab time by adjusting schedule in the lab to accommodate class responsibilities</li> <li>communicated effectively with rotation adviser regarding responsibilities and rescheduling plans.</li> </ul> <p>Assign a score of 1 if the student:</p> <ul style="list-style-type: none"> <li>took appropriate time for class responsibilities but did not reschedule lab responsibilities.</li> <li>communicated ineffectively with the adviser regarding responsibilities and rescheduling plans</li> </ul>					
<p><b>Technical/experimental ability</b></p> <p>Assign a score of 5 if the student:</p> <ul style="list-style-type: none"> <li>designed and carried out experiments that extend or test the original hypothesis,</li> <li>and generated significant amounts of accurate data (can be negative).</li> </ul> <p>Assign a score of 3 if the student:</p> <ul style="list-style-type: none"> <li>constructed experiments with appropriate 'n' and controls and</li> <li>generated data that are technically accurate and of publishable quality (can be negative).</li> </ul> <p>Assign a score of 1 if the student:</p> <ul style="list-style-type: none"> <li>failed to use appropriate numbers or controls in their studies and</li> <li>generated inconsistent data that are not of publishable quality.</li> </ul>					

Other Comments:

I, the faculty rotation adviser, by my signature confirm that I have discussed this evaluation with the student. Enter

Signature: \_\_\_\_\_

I, the rotation student, by my signature confirm that this evaluation has been discussed with me.

Enter Signature: \_\_\_\_\_

Date discussed: \_\_\_\_\_

Student Comments:

Please check a letter grade for students in **Immunology, Molecular Microbiology, PDD-MS, and all MD/PhDs.**

**A-F Scale:** A  A-  B+  B  B-  C+ or less

Please check a Satisfactory or Unsatisfactory grade for students in **CMDB, Genetics, and Neuroscience.**

**NOTE: MD/PhD students must receive letter grades for their rotations.**

**Satisfactory/Unsatisfactory Scale:** S  U