

Preview Evaluation

LPP WBA - Formative (MS2 Aug-Feb) [Version: 1]

Student Performance Evaluation

LPP WBA - Formative (MS2 Aug-Feb)

[Return to Evaluation](#)

Student Level: Student level

Course Information

Date	Course	Location	Weeks
01/01/2006 - 01/31/2006	XXX-YYY: Department Course	Location	8

Evaluation Period: 01/01/2006 - 01/31/2006

Faculty: Evaluator name

Student: Student name **Email:** [oasis@umassmed.edu](mailto: oasis@umassmed.edu), [IREA@umassmed.edu](mailto: IREA@umassmed.edu)

Question numbers in **red*** are required.

Longitudinal Preceptor Program (LPP) Workplace Based Assessment (WBA) - FORMATIVE

This is a UMass Chan milestone-based evaluation form. Please take a moment to identify the competency that each milestone is related to, as well as the full milestone description provided with each prompt. For your reference here is the catalogue of [UMass Chan's competencies and milestones](#).

This form provides **formative feedback only** (does not count towards grading) for your student.

1.* Learning Engagement: Please select the result that best describes your observation of the learner (Per1):

Critical Deficiencies	Early Learner	Demonstrating Improvement			Graduation Target (...as befitting a physician)		
Discovery Phase expected performance up to target 2.5					Development Exploration through Horizons		
Seeks and participates in educational and/or clinical opportunities to develop their personal and professional knowledge and skills.					Continuously seeks and participates in opportunities to advance their personal and professional knowledge and skills with curiosity and humility.		Appreciates the need for lifelong learning in the profession and will seek and participate in personal and professional opportunities.
0.5	1.0	1.5	2.0	2.5	3	3.5	4.0

- Not Applicable
- 0.5: Inconsistently seeks and occasionally participates in educational, clinical opportunities to develop personal and professional knowledge and skills
- 1.0
- 1.5: Consistently seeks and often participates in educational, clinical opportunities to develop personal and professional knowledge and skills
- 2.0
- 2.5: Consistently seeks and participates in educational, clinical opportunities to develop personal and professional knowledge and skills
- 3.0
- 3.5: Performs at end clerkship skill level
- 4.0: Performs at graduation level/Ready for Residency

2.* Teamwork: Please select the result that best describes your observation of the learner (Pro3):

Critical Deficiencies	Early Learner	Demonstrating Improvement			Graduation Target (...as befitting a physician)		
Discovery Phase expected performance up to target 2.5					Development Exploration through Horizons		
Understands the roles of health care professionals and consultants and works collaboratively in educational and/or clinical settings.					Team Participation: Demonstrates effective participation within interprofessional teams in educational and/or clinical settings.		Demonstrates effective and flexible participation within interprofessional teams in educational and clinical settings.
0.5	1.0	1.5	2.0	2.5	3	3.5	4.0

- Not Applicable
- 0.5: Limited understanding of the roles of health care professional/consultants and infrequently works in collaboration with health care professionals in educational and clinical settings
- 1.0
- 1.5: Demonstrates an understanding of the roles of health care professionals/consultants and often works in collaboration with health care professionals in educational and clinical settings
- 2.0
- 2.5: Demonstrates an understanding of the roles of health care professionals/consultants and consistently works in collaboration with health care professionals in education and clinical settings
- 3.0
- 3.5: Performs at end clerkship skill level
- 4.0: Performs at graduation level/Ready for Residency

3.* Management Plan Formulation: Please select the result that best describes your observation of the learner (Sol4):

Critical Deficiencies	Early Learner	Demonstrating Improvement					Graduation Target (...as befitting a physician)	
Discovery Phase expected performance up to target 2.5			Development Exploration through Horizons					
Identifies and differentiates clinical reasoning strategies to formulate differential diagnoses and develop management plans while acknowledging limitations of scientific/medical knowledge.			Demonstrates clinical reasoning strategies and can choose and interpret diagnostic tests to formulate differential diagnoses and develop management plans while considering limitations of scientific/medical knowledge.			Employs clinical reasoning strategies and diagnostic testing to formulate differential diagnoses and develops management plans that reflect patient preference and best available evidence using judgment.		
0.5	1.0	1.5	2.0	2.5	3	3.5	4.0	

- Not Applicable
- 0.5: Generated limited differential without justification; unable to formulate a management plan
- 1.0
- 1.5: Generated limited differential with limited justification; formulated limited management plan
- 2.0
- 2.5: Generated and justified a broad differential; formulated and supported a management plan
- 3.0
- 3.5: Performs at end clerkship skill level
- 4.0: Performs at graduation level/Ready for Residency

NARRATIVE COMMENTS:

4. If applicable, please provide overall narrative feedback specific to this learner and session's content.

[Rich text](#)

5. If applicable, please provide action items for learner improvement.

[Rich text](#)

[Return to Evaluation](#)