**Instrument for Peer Assessment of Medical Lecturing, Beth Israel Deaconess Medical Center, Boston, Massachusetts, 2007**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | |  |  |  | **Poor** |  | **Rating** |  |
| **Criteria for Effective Lecturing** | | **Excellent Demonstration of Criteria** | **Very Good Demon- stration of Criteria** | **Adequate Demonstration of Criteria** | **Demon- stration of Criteria** | **Does not Demonstrate Criteria** | **or Unable to Assess** | **Comments** |
|  | | **1** | **2** | **3** | **4** | **5** | **(U/A)** |  |
| 1 | Clearly states goals of  the talk | During introduction, communicates purpose of the presentation. For example, may provide an overview of content, state expected learning outcomes, pose rhetorical/challenging questions to be answered. |  | States the goals, but description is limited in scope (e.g., *only* states topics to be covered or provides the format of talk). |  | Does not provide overview or communicate the goals of talk. |  |  |
| 2 | Communicates or | Clearly explains the topics’ and subtopics’ relevance, context, |  | States the importance of topic, but provides |  | Does not communicate |  |  |
|  | demonstrates | applicability, and/or the significance | limited description of | or describe why the |
|  | importance of | to the audience (e.g., presents | why learners need to | topic is of |
|  | the lecture’s topic(s) | compelling information, case, or data; uses a “hook”). | know the material. | importance. |
| 3 | Presents material in a | Uses an explicit, organized framework so that the presentation flows logically |  | Presentation has some organization, but limited |  | Does not present material in a clear, |  |  |
|  | clear, organized fashion | (e.g., articulates a structure and sequence to the talk, frames subtopics, links concepts). | in structure, linkage, and/or sequence. | organized fashion. |
| 4 | Shows enthusiasm for topic | Demonstrates keen enthusiasm for topic through voice, eye contact, energy, movement and/or body language (e.g., varies pitch, inflection, tempo, and volume; gestures to emphasize importance). |  | Shows some enthusiasm for topic, but limited in display. |  | Does not show enthusiasm  for the topic. |  |  |
| 5 | Demonstrates command  of the subject matter | Demonstrates strong understanding of subject matter (e.g., cites the literature, refers to overarching subject area, draws upon personal experiences, speaks to advances or current controversies in the field, provides informative answers). |  | Demonstrates some command of subject, but breadth of understanding is limited (e.g., unable  to elaborate with greater detail or information). |  | Does not demonstrate  a command of subject matter. |  |  |
| 6 | Explains and summarizes key concepts | Defines new terms/principles, synthesizes information (e.g. identifies important points; uses examples, analogies, metaphors; thinks out loud). |  | Explains some key concepts, or provides vague explanations. |  | Does not explain or summarize key concepts. |  |  |
| 7 | Encourages appropriate | Stimulates active participation (e.g., makes eye contact, solicits comments |  | Encourages some interaction or uses less |  | Does not engage or encourage |  |  |
|  | audience | and questions, polls the audience, uses | effective strategies (e.g., | interaction (e.g., |
|  | interaction | deliberate silence, poses open-ended questions, invites learners to interact | asks close-ended questions, offers little | reads all slides without looking at |
|  |  | with each other; manages flow of | wait time, often turns | audience; defers |
|  |  | discussion). | back to audience, and reads from slides). | questions, yet does not answer them). |
| 8 | Monitors audience’s | At appropriate intervals assesses and responds to audience’s understanding |  | Pays some attention to the audience’s |  | Does not pay attention to the |  |  |
|  | understanding | of material (e.g., asks probing | understanding of topic, | audience’s |
|  | of material and | questions or polls audience; asks if | but tailoring of response | understanding of |
|  | responds accordingly | material is clear, then tailors response by rephrasing or providing alternative examples; adjusts the pace of lecture | is limited. | material, or checks in but doesn’t respond |
|  |  | to accommodate learners). |  | accordingly. |
| 9 | Audio and/or visual aids | Appropriately chooses and designs instructional material to emphasize |  | Some of the audio and/or visual aids |  | Audio and/or visual aids do not |  |  |
|  | reinforce the content effectively | key points, demonstrate relevance of material, or stimulate thought. | reinforce content, or material is less than effective (e.g., slides are cluttered). | reinforce content. |
| 10 | Voice is clear and | Sensitive to the setting and tailors audio and visual aids so all can see |  | At times voice is unclear or audiovisuals are |  | Voice is unclear and audiovisuals |  |  |
|  | audiovisuals are audible/ legible | and hear (e.g., checks if audience can hear/see material; talks to audience not to blackboard, laptop, or screen; visual material is well organized, text | inaudible/illegible. | are inaudible/ illegible. |
|  |  | is legible, and graphics are clear). |  |  |
| 11 | Provides a conclusion to the talk | Concludes presentation by synthesizing information, summarizing main points, and inviting/responding to questions (e.g., repeats or rephrases questions as needed). Open to hearing learners’ perspectives/opinions. |  | Provides synthesis and/or summary of talk, but limited in scope.  Invites few questions and/or provides limited or ambiguous responses. |  | Does not synthesize or summarize information. |  |  |

**Overall, how would you rate this lecture (*please circle*):**

1. **Excellent**
2. **Very Good**
3. **Good**
4. **Fair**
5. **Poor**