CONTINUOUS QUALITY IMPROVEMENT PROJECT
GRADE FORM

Date: Block 1 AY1516 Grade

Student Name:

Grader:

Graders: Read the student’s written paper and circle which number grade 1 through 5 (5 serving as the highest grade) best represents your assessment for each of the six criteria below.
*Note: Your grade should be based on both the paper and the student’s oral presentation.

Describe an area which needs improvement
5. Student clearly identifies and describes the area of improvement
4. Student identifies but only somewhat describes the area of improvement
3. Student alludes to the area of improvement and gives a vague description of it
2. Student alludes to the area of improvement but does not describe it
1. Student neither identifies nor describes the area of improvement

Describe your literature search process
5. Student clearly describes lit search algorithm and summarizes findings
4. Student describes lit search but only somewhat describes findings
3. Student alludes to lit search and gives vague description of findings
2. Student alludes to lit search but does not describe findings
1. Student neither describes the lit search nor the findings

Review and rate key article(s)
5. Student clearly reviews key article(s) and rates them using CEBM 2011 rating scale
4. Student incompletely reviews key article(s) and/or rates them incompletely/inaccurately
3. Student alludes to articles but does not review them and/or does not rate them
2. Student only briefly mentions key article and does not rate it
1. Student neither identifies a key article nor rates it

Describe your intervention
5. Student clearly identifies intervention and describes it
4. Student identifies intervention and gives vague description
3. Student alludes to intervention and gives a vague description
2. Student alludes to intervention but doesn’t describe it
1. Student neither identifies nor describes it
What metric is/will be used to measure the outcome and what is the goal?
5. Student clearly identifies metric and describes the goal
4. Student identifies metric but only somewhat describes the goal
3. Student alludes to metric and gives vague description of goal
2. Student alludes to metric but does not describe goal
1. Student neither identifies the metric nor describes the goal

Outline PDSA cycle
5. Student clearly outlines PDSA
4. Student outlines PDSA but some of it is incorrect or vague
3. Student outlines PDSA cycle but only half of it is clear/correct
2. Student outlines PDSA cycle but less half is correct or student doesn’t draw out PDSA cycle but gives vague description of it
1. Student does not outline PDSA cycle

Comments: