University of Pittsburgh
Department of Biological Sciences
Graduate Programs in EE and MCDB

Research Rotation Assessment

Faculty form: This form is to be completed by the faculty member who hosted the rotation student. The faculty member should meet with the student to review the form as well as the student self-evaluation. Modifications can be made by the faculty member before submitting the final report.

Student's Name	
Graduate Program	☐ EE ☐ MCDB ☐ Other:
Rotation Advisor	
Rotation Number	☐ 1 ☐ 2 ☐ 3 ☐ 4
Title of Rotation Project	
Overall Letter Grade	
Would you be prepared to accept this student for dissertation research in your laboratory?	☐ Probably ☐ Possibly ☐ Unlikely

Detailed evaluation form

Category		Accomplished	Proficient	Developing	Beginning
Knowledge on specific project	☐ Accomplished ☐ Proficient ☐ Developing ☐ Beginning	Clear command of the material pertaining to the project, including material identified independently. Asks and answers relevant questions with ease.	Explains most key concepts and answers questions pertaining to project. Generally recognizes wealth of information sources and approaches beyond own model.	Knows some concepts and paradigms but knowledge gaps are present. Primary focus on own model and not broader literature.	Requires help finding literature and answering basic questions pertaining to the project.
General knowledge	☐ Accomplished ☐ Proficient ☐ Developing ☐ Beginning	Clear command of the "big picture". Answers and asks relevant questions with ease.	Explains most key concepts and answers relevant questions on general topics.	Knows some key concepts and paradigms but has trouble placing them in the big picture.	Requires help finding and understanding the literature and answering basic questions.
Proficiency in designing experiments	☐ Accomplished ☐ Proficient ☐ Developing ☐ Beginning	Is readily able to design experiments, including appropriate controls and statistics. Accounts for pitfalls and alternatives.	Mostly designs own experiments with some direction and discussion. Usually recognizes role of controls and understands experimental rigor.	Requires direction to design experiments. Some aspects of controls and statistics are missing.	Requires help with every aspect of experiment design.
Proficiency in executing experiments	☐ Accomplished ☐ Proficient ☐ Developing ☐ Beginning	Many experiments succeed due to careful and precise hands. Can perform experiments independently and reproducibly and shows expertise at troubleshooting	Is nearly able to perform and troubleshoot experiments independently, including new protocols in the lab, and with reproducible results, especially on protocols already	Requires frequent help in performing and completing experiments.	Difficulty in performing experiments to completion, even with constant oversight. Consistently misses or doesn't understand appropriate controls or need for

		experimental hurdles independently.	established in the lab.		experimental repeats.
Proficiency in interpreting experiments	☐ Accomplished ☐ Proficient ☐ Developing ☐ Beginning	Clear record of independently interpreting experiments with understanding of the pitfalls, limitations, and future directions.	Interprets some experiments independently but needs help with other aspects of interpretation.	Finds interpreting experiments difficult and requires help. Notetaking uneven or missing some details.	Requires help with every aspect of interpreting experimental results. Laboratory records are unsatisfactory.
Lab Notebook	☐ Accomplished ☐ Proficient ☐ Developing ☐ Beginning	Kept an excellent notebook.	Notebook/records were satisfactory.	Notetaking uneven or missing some details.	Laboratory records are unsatisfactory.
Seminar performance	☐ Accomplished ☐ Proficient ☐ Developing ☐ Beginning	Developed the presentation independently and delivered a professional-level seminar. Expertly answered questions and laid out major perspective.	Required some help to develop a clear, logical, and concise presentation. Answered most questions well.	Required significant help developing the presentation, and the presentation lacked organization and clarity. Problems answering questions.	Was unable to develop, organize, and present a seminar and unable to answer questions.
Intellectual Contribution	☐ Accomplished ☐ Proficient ☐ Developing ☐ Beginning	Routinely generated new ideas, integrated the data, and planned future experiments.	Often generated relevant ideas, integrated the data, and planned future experiments.	Generated some ideas pertaining to this project but not yet able to plan follow up or future experiments.	Generated no ideas independently.
Lab citizenship	☐ Accomplished ☐ Proficient ☐ Developing ☐ Beginning	Excellent interactions with lab members, contributed to lab chores without prompting, and discussed results and	Good interaction with lab members, helped out when asked with lab chores, and on occasionally interacted with colleagues.	Only modest interactions with lab members and limited consideration of others.	Insufficient interaction with and/or inconsiderate of lab members; difficult interaction with mentor and/or PI.

		science with colleagues.			
Attendance and work ethic	☐ Accomplished ☐ Proficient ☐ Developing ☐ Beginning	Highly efficient with time management in lab allowing for more progress than expected. Punctual. Exhibited a strong work ethic and self-motivation to accomplish goals.	Generally balanced lab work and coursework well. Usually self-motivated to make efficient use of time in lab. Understood how to be flexible in scheduling to make progress. Available for discussions or communicated satisfactorily about lab schedule and planning.	Insufficient time spent in lab or needed prompting to increase effort, thus limiting appropriate levels of progress. Was sometimes unavailable or hard to find.	Failed to understand what the appropriate amount of time in lab was and had major difficulty setting a schedule. Often unavailable. Limited progress was due to due to lack of effort.
Overall assessment	☐ Accomplished ☐ Proficient ☐ Developing ☐ Beginning	Documentable evidence of accomplishment (including general and specific knowledge, experimental proficiency, intellectual contribution), enthusiasm, and citizenship.	Upward trajectory but requires minor improvements in select areas.	Upward trajectory but requires major improvement in at least one area or minor improvement across several areas.	Trajectory is uncertain. Immediate significant improvement or alterations to approach required for minimum level of success.

Detailed evaluation

Include specific examples of key components of this assessment. Detail/list evidence of enthusiasm and persistence

What can be improved moving forward:

Additional comments to student

Guidelines

This report must be completed by the Rotation Advisor within one week of the end of the rotation. Return the completed Word document (not a PDF or paper copy) to Cathy Barr (cbarr@pitt.edu), who will forward it to the DGS and the interim advisor. Evaluation form and narrative and the General Comments for Student section will be forwarded to the student by Cathy Barr, but it is expected that the Advisor discuss the report with the student in person.

Grading

The specific grade will appear on a student's transcript; the grades for the three, 1-credit rotation courses will be included in the first year GPA. A grade of "B" (QP=3.0) denotes minimal acceptable performance.