

NORTON ROSE FULBRIGHT EDUCATIONAL EXCELLENCE AWARDS
EDUCATIONAL MATERIAL RUBRIC

Section	Below the standard of excellence	Meets the standard for excellence	Exceptionally above the standard of excellence
Goals (5 points)	0-3	4	5
	<ul style="list-style-type: none"> • Goals are generic • Goals are not relevant to creation of educational material or educational scholarship • Unachievable or not realistic • Unclear or not well-defined 	<ul style="list-style-type: none"> • Learner-focused (e.g., reflect attention to learner needs) • Relevant to creation of educational material or scholarship • Achievable and realistic • Clear • Measurable in some cases 	<ul style="list-style-type: none"> • Highly learner-focused (reflect strong understanding of attention to addressing needs of learners) • Achievable and realistic • Clear and specific (focused, well-defined, action-oriented) • Mostly measurable • Innovative
Personal Preparation in the development of educational materials (5 points)	0-3	4	5
	<ul style="list-style-type: none"> • Time spent in preparation activities is not quantifiable • Activities included are considered standard job responsibilities or focused on maintaining clinical skills (e.g., reading journal articles) • No description of how development activities are related to goals as an educator • Activities are not related to improving skills development of educational material • Activities are planned for the future, but have not yet been initiated 	<ul style="list-style-type: none"> • Time spent in preparation activities well defined and quantified • Preparation activities are related to skills required for development of educational material • Significant amount of time is spent in preparation activities • Well-defined quantifiable experiences are included • Personal preparation activities linked to educational materials produced 	<ul style="list-style-type: none"> • Time spent in personal development as a leader is quantifiable and logical • Participated in activities consistently over significant periods of time • Activities include formal training (e.g. workshop on case report writing, workshops on producing electronic educational material) • Relevance of development activities clearly linked to goals and educational materials produced
Self-reflection and improvement (5 points)	0-3	4	5
	<ul style="list-style-type: none"> • No meaningful reflection on feedback received from learners or peers. 	<ul style="list-style-type: none"> • Uses feedback from multiple sources, but may not have explicitly solicited the feedback 	<ul style="list-style-type: none"> • Evidence is provided regarding explicit use of feedback to make changes in materials

	<ul style="list-style-type: none"> Feedback is from a limited number of sources No description of how feedback was used to guide self-improvement or improvement of material 	<ul style="list-style-type: none"> Description of self-reflection based on feedback Provides examples of changes in materials based on feedback 	<ul style="list-style-type: none"> Explicitly solicits feedback from multiple sources Specific and detailed descriptions of improvements as a result of feedback
	0-3	4	5
Portfolio preparation (5 points)	<ul style="list-style-type: none"> Portfolio was poorly or sloppily organized or with errors in grammar, syntax or spelling Structured summary and structured abstracts lack one or more major components 	<ul style="list-style-type: none"> Portfolio is mostly organized and searchable Supporting evidence is mostly clear Information was consistent across the structured summary, personal statement, CV and supporting evidence Information present in the structured summary and abstracts resembles standard. The writing is clear and easy to follow 	<ul style="list-style-type: none"> Portfolio was clearly organized, easy to read and neatly formatted. Description of time and effort with each structured abstract is included and explicit Information is consistent across the structured summary, personal statement, CV and supporting evidence, cross-referenced and highlighted. All required information is present in the structured summary The writing is clear with logical progression of ideas, grammatically correct and may be “artistic.”
	0-14	15-18	19-20
Quality: Methods (20 points)	<ul style="list-style-type: none"> No description of methods used to prepare material No peer review of materials Description of time/effort with each item is incomplete or confusing 	<ul style="list-style-type: none"> Description of methods with each structured abstract Description of time/effort is included with each structured abstract Most materials peer reviewed 	<ul style="list-style-type: none"> Methods used are innovative, in addition to being appropriate for the content and environment Time and effort description is included and is substantial All materials are peer reviewed
	0-14	15-18	19-20

Quality: Meaningful results (20 points)	<ul style="list-style-type: none"> • Little evidence of impact • No/minimal description of learner/peer evaluations of material • No dissemination outside BCM 	<ul style="list-style-type: none"> • Moderate impact of most materials listed • Learner/Peer evaluation described for most materials and is positive • Dissemination of most of the material is beyond BCM 	<ul style="list-style-type: none"> • High impact of most materials listed • Learner/peer evaluation for all material demonstrating high quality • Wide dissemination of all of the materials listed (e.g. Publication, College-Wise dissemination, use outside BCM) • Major role in national educational material (e.g. practice guidelines, major textbooks)
Quantity (30 points)	<p style="text-align: center;">0-25</p> <ul style="list-style-type: none"> • Small role in preparation of material • Less than 6 items • Less than 500 hours of total effort 	<p style="text-align: center;">26-29</p> <ul style="list-style-type: none"> • At least 6 materials with structured abstracts with significant role in preparing material for majority of material <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • 500 hours of effort 	<p style="text-align: center;">30</p> <ul style="list-style-type: none"> • 10 or more items OR • > 800 hours total effort
Breadth (10 points)	<p style="text-align: center;">0-7</p> <p><i>None of the following:</i></p> <ul style="list-style-type: none"> • Materials designed for more than 1 learner population (med student, graduate student, resident, fellow, faculty, allied health student type, different subspecialty trainees, patients) • 1-2 types of material 	<p style="text-align: center;">8-9</p> <p><i>At least ONE of the following:</i></p> <ul style="list-style-type: none"> • Materials designed for more than 1 learner population (med student, graduate student, resident, fellow, faculty, allied health student type, different subspecialty trainees, patients) studied • 3 types of material 	<p style="text-align: center;">10</p> <p><i>BOTH of the following:</i></p> <ul style="list-style-type: none"> • Materials designed for more than 1 learner population (med student, graduate student, resident, fellow, faculty, allied health student type, different subspecialty trainees, patients) studied • More than 3 types of material