

## Rubric bank, four ready rubrics

*Adapt rather than write from scratch. Two assessors using the same rubric on the same performance should land within one level of each other.*

### Clinical performance

| Criterion                    | Below expectation (0) | Approaching (1) | Meets (2) | Exceeds (3) |
|------------------------------|-----------------------|-----------------|-----------|-------------|
| Preparation and consent      |                       |                 |           |             |
| Technique and safety         |                       |                 |           |             |
| Recognition of complications |                       |                 |           |             |
| Documentation                |                       |                 |           |             |

### Communication with patients and families

| Criterion                      | Below expectation (0) | Approaching (1) | Meets (2) | Exceeds (3) |
|--------------------------------|-----------------------|-----------------|-----------|-------------|
| Opening and rapport            |                       |                 |           |             |
| Explanation in plain language  |                       |                 |           |             |
| Checking understanding         |                       |                 |           |             |
| Handling emotion and questions |                       |                 |           |             |

### Professionalism

| Criterion                           | Below expectation (0) | Approaching (1) | Meets (2) | Exceeds (3) |
|-------------------------------------|-----------------------|-----------------|-----------|-------------|
| Punctuality and reliability         |                       |                 |           |             |
| Respect for patients and colleagues |                       |                 |           |             |
| Honesty about limits and errors     |                       |                 |           |             |
| Response to feedback                |                       |                 |           |             |

### Teaching a junior colleague

| Criterion                 | Below expectation (0) | Approaching (1) | Meets (2) | Exceeds (3) |
|---------------------------|-----------------------|-----------------|-----------|-------------|
| Sets an objective         |                       |                 |           |             |
| Demonstrates and explains |                       |                 |           |             |
| Lets the learner practise |                       |                 |           |             |
| Gives specific feedback   |                       |                 |           |             |

- Publish the rubric to students before the assessment.
- Record the criterion scores, not only the total, so that feedback can be specific.
- Set the performance threshold on the rubric total before the assessment is sat.

Based on the ERAS Africa Outcome Based Education course, 2026, the EAA training manuals on competency based curriculum implementation and education quality assurance, the ETA Implementation Guideline for Accreditation of Medical and Health Science Programs (January 2022) and the WFME global standards. Free to copy and adapt with attribution.