Master of Physiotherapy Program - JSS College of Physiotherapy, Mysore

Seminar Grading Rubric

	Weightage	D 49 and below	C 50-59	B 60-74	A 75-89	A+ 90 and above
Relevance of topic	10%	There is no justification for the selection of the topic No clinical and research background relevance is evident in presentation	The relevance of the topic is not clearly justified Clinical and research background relevance is not clear	The relevance of the topic is somewhat justified Clinical and research background relevant to India is not specifically mentioned and global relevance is mentioned verbatim from previous literature	The relevance of the topic is justified well Clinical and research background relevant to India is mentioned and relevance globally is described from previous literature	The relevance of the topic justified exceptionally well with clinical and research background relevant to India and globally
Content	10%	Content is sketchy No justifiable relevance of content to Indian context	Content is not current No evidence of adequate research. No justifiable relevance of content to Indian context	Content contains some current information Some evidence of research in sources included Partly justifiable relevance of content to Indian context	Content is complete and current with fairly well researched sources. Some effort has been made to discuss and tailor content to Indian context	Content is exhaustive and current with well researched sources. Effort has been made to discuss and tailor content to Indian context
Knowledge and understanding	15%	Demonstrates no understanding of the topic, Unable to answer answer questions Demonstrates no understanding of translation of concepts to practice	Demonstrates a marginal understanding of the topic Unable to answer questions clearly Demonstrates a poor understanding of translation of concepts to practice Does not use examples	Demonstrates a fair understanding of the topic, and its relevance Able to answer questions with inadequate background Demonstrates a fair understanding of translation of concepts to practice with suitable examples	Demonstrates a very good understanding of the topic and , its relevance Able to answer critical questions thoroughly Demonstrates a good understanding of translation of concepts to practice with suitable examples	Demonstrates a thorough understanding of the topic, and its relevance Able to answer critical questions exhaustively Demonstrates a thorough understanding of translation of concepts to practice with suitable examples
Clinical application	40%	Demonstrates no ability to situate new learning in clinical problems, articulate potential solutions Demonstrates no ability to articulate clinical successes and failures in terms of new learning and suggest solutions to improve patient care and outcomes	Demonstrates marginal ability to situate new learning in clinical problems, articulate potential solutions Demonstrates marginal ability to articulate clinical successes and failures in terms of new learning and suggest solutions to improve patient care and outcomes	Demonstrates fair ability to situate new learning in clinical problems, articulate potential solutions Demonstrates some ability to articulate clinical successes and failures in terms of new learning and suggest solutions to improve patient care and outcomes	Demonstrates good ability to situate new learning in clinical problems, articulate potential solutions Demonstrates ability to articulate clinical successes and failures in terms of new learning and suggest solutions to improve patient care and outcomes	Demonstrates a thorough ability to situate new learning in clinical problems, articulate potential solutions Demonstrates ability to articulate clinical successes and failures in terms of new learning and suggest solutions to improve patient care and outcomes

Seminar Grading Rubric

	Weightage	D 49 and below	C 50-59	B 60-74	A 75-89	A+ 90 and above
Presentation	15%	Use of presentation techniques is monotonic(e.g., posture, eye contact, expression, gestures, volume, pitch and pace of voice, stance and movement) Employs presentation aids that do not contain multiple elements (e.g., graphs, multi-media, text, charts, images, tables etc.). Uses language and terminology that is grammatically a nd conceptually faulty	Use of limited presentation techniques (e.g., posture, eye contact, expression, gestures, volume, pitch and pace of voice, stance and movement) Employs limited presentation aids (e.g., graphs, multi-media, text, charts, images, tables etc.). Uses language and terminology not often technical, to express content. Content selection is marginal and provides a sketchy visual communication of the information with questionable clinical relevance	Professional use of several presentation techniques (e.g., posture, eye contact, expression, gestures, volume, pitch and pace of voice, stance and movement) Employs several presentation aids that somewhat effectively integrates various elements (e.g., graphs, multi-media, text, charts, images, tables etc.). Uses technical language and terminology to somewhat clearly and professionally express content. Content selection is acceptable and provides a fairly good visual communication of the information which has some clinical relevance	Dynamic, integrated and professional use of a number of engaging presentation techniques (e.g., posture, eye contact, expression, gestures, volume, pitch and pace of voice, stance and movement) Employs creative and engaging presentation aids that effectively integrate a wide range of elements (e.g., graphs, multi-media, text, charts, images, tables etc.) with some irrelevant or repetitious material Selects and employs a wide range of technical language and terminology to clearly and professionally express content. Content selection is very good and provides a visual communication of the information which is selected with clinical relevance	Dynamic, integrated and professional use of a wide range of engaging presentation techniques (e.g., posture, eye contact, expression, gestures, volume, pitch and pace of voice, stance and movement) Employs succinct, creative and engaging presentation aids that effectively integrate a wide range of elements (e.g., graphs, multi-media, text, charts, images, tables etc.). Selects and precisely employs a wide range of technical language and terminology to clearly and professionally express content. Content selection is exemplary, provides a visual communication of the information which is curated with clinical relevance

Seminar Grading Rubric

	Weightage	D 49 and below	C 50-59	B 60-74	A 75-89	A+ 90 and above
References	10%	Does not demonstrate use of credible, current or relevant resources. Uses only one source for sourcing evidence. Referencing does not adhere to Vancouver style.	Demonstrates use of some moderate-quality, relevant resources to support the topics and interpretation related to clinical practice guidelines. Uses more than 1 source for sourcing evidence. Referencing of more than half of the sources do not adhere to Vancouver style.	Demonstrates use of fair-quality, mostly credible, current and relevant resources to support the topics and interpretation related to clinical practice guidelines. Uses 2-3 sources for sourcing evidence. Vancouver referencing contains many errors and images are not referenced.	Demonstrates use of good quality, credible, mostly current and relevant resources to support the topics and interpretation culminating in clinical practice guidelines. Uses at least 4 sources for sourcing evidence. Uses a good number of high-quality sources. Vancouver referencing is mostly free from errors and images are also correctly referenced.	Demonstrates use of high-quality, credible, current and relevant resources to support the topics and interpretation culminating in clinical practice guidelines. Uses a wide variety of sources for sourcing evidence. Uses an extensive number of high-quality sources. Vancouver referencing is free from errors and images are also correctly referenced.
Overall grade	100%					