*Rotation Assessment Form (updated May 2025)*

***Rotation Mission***: Rotations enable first-year students to explore which laboaratory and mentor best align with their interests. They also allow the faculty to assess whethers students possess the motiviation, talent, and background necessary to be successful Ph.D. students in their lab.

***Student Mission:*** Students must perform at a high level of intellectual engagement and physical effort in their projects. Typically, students spend at least 20 hours a week researching in their rotation labs, which include performing benchwork, reading, attending lab meetings and participating in discussions. Students are expected to be in their labs on all working days, regardless of whether classes are in session. Each roation advisor discusses the students’ expectations in the lab. The rotation advisor mus complete the rotation assessment form. Students are encourage to solicity feedback actively.

***Rotation Advisor***: Submit form to emiceli@andrew.cmu.edu

|  |  |
| --- | --- |
| Student Name |  |
| Rotation Advisor |  |
| Title of Rotation Project |  |
| Date |

**Project Description** –

|  |
| --- |
| *a) Briefly state the scientific objective of the rotation project.*  |
| *b) Briefly describe the approach to be used to address the objective.* |
| *c) Briefly describe the possible results and how these will be interpreted.* |

**Project Assessment** –

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| *a) How did the results you obtained correspond to those expected?* |
| *b) What portions of the rotation went well?*  |
| *c) What, if anything, would you choose to do differently?* |

**Rotation Evaluation**

**Scale 1-4 (1 excellent - 4 needs improvement); NA not applicable**

***Reliability and persistence***

\_\_\_\_\_\_ Shows up in the laboratory every day

\_\_\_\_\_\_ Does experiments/analyses/coding/theory most days

\_\_\_\_\_\_ Comes to meetings on time

\_\_\_\_\_\_ Initiates interactions to talk about experiments, data interpretation, or journal articles

\_\_\_\_\_\_ Meets deadlines

***Approach***

\_\_\_\_\_\_ Understands use of appropriate controls

\_\_\_\_\_\_ Critically evaluates data

\_\_\_\_\_\_ Troubleshoots problems effectively

\_\_\_\_\_\_ Repeats experiments to verify observations

\_\_\_\_\_\_ Applies appropriate quantitative and statistical analyses

\_\_\_\_\_\_ Understands sources of variability in experimental measurements

\_\_\_\_\_\_ Keeps notebook and/or electronic records up-to-date

***Scientific Interest***

\_\_\_\_\_\_ Asks pertinent questions about own research project

\_\_\_\_\_\_ Identifies and reads relevant journal articles independently

\_\_\_\_\_\_ Is aware and curious about other research projects in the lab

\_\_\_\_\_\_ Actively participates in group meeting, asking questions to clarify or evaluate data

***Laboratory Citizenship***

\_\_\_\_\_\_ Participates in lab jobs

\_\_\_\_\_\_ Identifies and initiates things that need to be done

\_\_\_\_\_\_ Replaces reagents when low/used up/ Cleans up after him/herself

\_\_\_\_\_\_ Offers helpful technical critiques and insights to other lab members

\_\_\_\_\_\_ Respectful to others

***Departmental Presentation***

\_\_\_\_\_\_ Described background for project and placed in appropriate context of the field

\_\_\_\_\_\_ Explained experimental outline

\_\_\_\_\_\_ Explained controls, limitation of findings

\_\_\_\_\_\_ Provided clear description of future directions

\_\_\_\_\_\_ Clear presentation of slides

\_\_\_\_\_\_ Clear speaking style

\_\_\_\_\_\_ Delivers a talk appropriate to background of the audience