Medical Student Performance Evaluation

Unique Characteristics

When asked to provide distinguished characteristics and any significant challenges or hardships encountered during medical school, the student expressed the following:

As a second year medical student I faced many personal challenges in addition to the demands of my medical education. My mother was diagnosed with a terminal disease in the middle of my second year of medical school.

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Academic Progress

Throughout years one and two of our program, students take courses in the basic sciences and clinical disciplines, and we are graded on a percentage basis. Janet De la Rosa ranked 0 - 50 out of a class of 150 - 200 with a grade point average of 100. During academic years one and two, our College requires attendance at all lectures and labs, and class roll is taken on a random but continuous basis. Janet De la Rosa’s attendance was deemed satisfactory and demonstrated a high level of professionalism. In addition to the rigors of a medical education, Janet De la Rosa participated in extracurricular activities that included: Nova Southeastern University.

For the clinical segment, (years three and four), students are evaluated on a five category Likert-type scale. Ratings of Exceptional, Above Average, Average, Below Average and Unsatisfactory are given in each of the eleven performance areas including performance of history and physical examinations, diagnostic acumen, medical knowledge, therapeutic/mangement, dependability and availability, record keeping/charting, professional appearance and conduct, patient rapport, medical team rapport and progress through rotation. Attached is a description, in chronological order of the student’s performance in each required rotation.

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Summary

In summary, I highly recommend Janet for graduate medical training at your institution. Should you need any additional information, please feel free to contact me.

Sincerely,

Anthony J. Silvagni, D.O.,Pharm.D. M.Sc., FACOFP
Dean, College of Osteopathic Medicine
Medical Student Performance Evaluation

Unique Characteristics

When asked to provide distinguished characteristics and any significant challenges or hardships encountered during medical school, the student expressed the following:

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Academic Progress

Throughout years one and two of our program, students take courses in the basic sciences and clinical disciplines, and we are graded on a percentage basis. **Ricardo Roig** ranked 201 - 250 out of a class of 200 - 250+ with a grade point average of 91% - 100%. During academic years one and two, our College requires attendance at all lectures and labs, and class roll is taken on a random but continous basis. **Ricardo Roig**'s attendance was deemed satisfactory and demonstrated a high level of professionalism. In addition to the rigors of a medical education, **Ricardo Roig** participated in extracurricular activities that included: school1 school2 school3.

For the clinical segment, (years three and four), students are evaluated on a five category Likert-type scale. Ratings of Exceptional, Above Average, Average, Below Average and Unsatisfactory are given in each of the eleven performance areas including performance of history and physical examinations, diagnostic acumen, medical knowledge, therapeutic/mangement, dependability and availability, record keeping/charting, professional appearance and conduct patient rapport, medical team rapport and progress through rotation. Attached is a description, in chronological order of the student's performance in each required rotation.

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Summary

In summary, I highly recommend **Ricardo Roig** for graduate medical training at your institution. Should you need any additional information, please feel free to contact me.

Sincerely,

Anthony J. Silvagni, D.O.,Pharm.D. M.Sc., FACOFP
Dean, College of Osteopathic Medicine
Medical Student Performance Evaluation

Unique Characteristics

When asked to provide distinguished characteristics and any significant challenges or hardships encountered during medical school, the student expressed the following:

Medical school has brought about many challenges with managing my time between the demanding curriculum and my personal life.

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Academic Progress

Throughout years one and two of our program, students take courses in the basic sciences and clinical disciplines, and we are graded on a percentage basis. Ricardo Roig ranked 0 - 50 out of a class of 150 - 200 with a grade point average of 100. During academic years one and two, our College requires attendance at all lectures and labs, and class roll is taken on a random but continuous basis. Ricardo Roig’s attendance was deemed satisfactory and demonstrated a high level of professionalism. In addition to the rigors of a medical education, Ricardo Roig participated in extracurricular activities that included: Nova Southeastern University.

For the clinical segment, (years three and four), students are evaluated on a five category Likert-type scale. Ratings of Exceptional, Above Average, Average, Below Average and Unsatisfactory are given in each of the eleven performance areas including performance of history and physical examinations, diagnostic acumen, medical knowledge, therapeutic/management, dependability and availability, record keeping/charting, professional appearance and conduct, patient rapport, medical team rapport and progress through rotation. Attached is a description, in chronological order of the student’s performance in each required rotation.

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Summary

In summary, I highly recommend Ricardo Ricardo for graduate medical training at your institution. Should you need any additional information, please feel free to contact me.

Sincerely,

Anthony J. Silvagni, D.O.,Pharm.D. M.Sc., FACOFP
Dean, College of Osteopathic Medicine
Medical Student Performance Evaluation

Unique Characteristics

When asked to provide distinguished characteristics and any significant challenges or hardships encountered during medical school, the student expressed the following:

  I am a conscientious student who strives for excellence in all of my life

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Academic Progress

Throughout years one and two of our program, students take courses in the basic sciences and clinical disciplines, and we are graded on a percentage basis. **Bart Whitehead** ranked 0 - 50 out of a class of 150 - 200 with a grade point average of 70% - 80%. During academic years one and two, our College requires attendance at all lectures and labs, and class roll is taken on a random but continuous basis. **Bart Whitehead**'s attendance was deemed satisfactory and demonstrated a high level of professionalism. In addition to the rigors of a medical education, **Bart Whitehead** participated in extracurricular activities that included: AAMSA.

For the clinical segment, (years three and four), students are evaluated on a five category Likert-type scale. Ratings of Exceptional, Above Average, Average, Below Average and Unsatisfactory are given in each of the eleven performance areas including performance of history and physical examinations, diagnostic acumen, medical knowledge, therapeutic/management, dependability and availability, record keeping/charting, professional appearance and conduct, patient rapport, medical team rapport and progress through rotation. Attached is a description, in chronological order of the student's performance in each required rotation.

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Summary

In summary, I highly recommend **Bart Whitehead** for graduate medical training at your institution. Should you need any additional information, please feel free to contact me.

Sincerely,

Anthony J. Silvagni, D.O.,Pharm.D. M.Sc., FACOFP
Dean, College of Osteopathic Medicine
Medical Student Performance Evaluation

Unique Characteristics

When asked to provide distinguished characteristics and any significant challenges or hardships encountered during medical school, the student expressed the following:

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Academic Progress

Throughout years one and two of our program, students take courses in the basic sciences and clinical disciplines, and we are graded on a percentage basis. Elliot Frankon Franklin ranked out of a class of with a grade point average of . During academic years one and two, our College requires attendance at all lectures and labs, and class roll is taken on a random but continuous basis. Elliot Franklin Franklin's attendance was deemed satisfactory and demonstrated a high level of professionalism. In addition to the rigors of a medical education, Elliot Franklin Franklin participated in extracurricular activities that included:

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For the clinical segment, (years three and four), students are evaluated on a five category Likert-type scale. Ratings of Exceptional, Above Average, Average, Below Average and Unsatisfactory are given in each of the eleven performance areas including performance of history and physical examinations, diagnostic acumen, medical knowledge, therapeutic/managment, dependability and availability, record keeping/charting, professional appearance and conduct, patient rapport, medical team rapport and progress through rotation. Attached is a description, in chronological order of the student's performance in each required rotation.

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Summary

In summary, I highly recommend Elliot Franklin Franklin for graduate medical training at your institution. Should you need any additional information, please feel free to contact me.

Sincerely,

Anthony J. Silvagni, D.O.,Pharm.D. M.Sc., FACOFP
Dean, College of Osteopathic Medicine
Medical Student Performance Evaluation

Unique Characteristics

When asked to provide distinguished characteristics and any significant challenges or hardships encountered during medical school, the student expressed the following:

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Academic Progress

Throughout years one and two of our program, students take courses in the basic sciences and clinical disciplines, and we are graded on a percentage basis. Ricard Roig ranked  out of a class of with a grade point average of . During academic years one and two, our College requires attendance at all lectures and labs, and class roll is taken on a random but continuous basis. Ricard Roig's attendance was deemed satisfactory and demonstrated a high level of professionalism. In addition to the rigors of a medical education, Ricard Roig participated in extracurricular activities that included:

For the clinical segment, (years three and four), students are evaluated on a five category Likert-type scale. Ratings of Exceptional, Above Average, Average, Below Average and Unsatisfactory are given in each of the eleven performance areas including performance of history and physical examinations, diagnostic acumen, medical knowledge, therapeutic management, dependability and availability, record keeping/charting, professional appearance and conduct, patient rapport, medical team rapport and progress through rotation. Attached is a description, in chronological order of the student's performance in each required rotation.

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Summary

In summary, I highly recommend Ricard for graduate medical training at your institution. Should you need any additional information, please feel free to contact me.

Sincerely,

Anthony J. Silvagni, D.O.,Pharm.D. M.Sc., FACOFP
Dean, College of Osteopathic Medicine
Unique Characteristics

When asked to provide distinguished characteristics and any significant challenges or hardships encountered during medical school, the student expressed the following:

I am a highly motivated student who has overcome many hardships during medical school.

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Academic Progress

Throughout years one and two of our program, students take courses in the basic sciences and clinical disciplines, and we are graded on a percentage basis. Albert Whitehead ranked 0 - 50 out of a class of 150 - 200 with a grade point average of 70. During academic years one and two, our College requires attendance at all lectures and labs, and class roll is taken on a random but continuous basis. Albert Whitehead's attendance was deemed satisfactory and demonstrated a high level of professionalism. In addition to the rigors of a medical education, Albert Whitehead participated in extracurricular activities that included:

For the clinical segment, (years three and four), students are evaluated on a five category Likert-type scale. Ratings of Exceptional, Above Average, Average, Below Average and Unsatisfactory are given in each of the eleven performance areas including performance of history and physical examinations, diagnostic acumen, medical knowledge, therapeutic/mangement, dependability and availability, record keeping/charting, professional appearance and conduct patient rapport, medical team rapport and progress through rotation. Attached is a description, in chronological order of the student's performance in each required rotation.

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Summary

In summary, I highly recommend Albert Albert for graduate medical training at your institution. Should you need any additional information, please feel free to contact me.

Sincerely,

Anthony J. Silvagni, D.O.,Pharm.D. M.Sc., FACOFP
Dean, College of Osteopathic Medicine
Medical Student Performance Evaluation

Unique Characteristics

When asked to provide distinguished characteristics and any significant challenges or hardships encountered during medical school, the student expressed the following:

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Academic Progress

Throughout years one and two of our program, students take courses in the basic sciences and clinical disciplines, and we are graded on a percentage basis. Acrobat FDF TOOLKIT ranked out of a class of with a grade point average of . During academic years one and two, our College requires attendance at all lectures and labs, and class roll is taken on a random but continuous basis. Acrobat FDF TOOLKIT’s attendance was deemed satisfactory and demonstrated a high level of professionalism. In addition to the rigors of a medical education, Acrobat FDF TOOLKIT participated in extracurricular activities that included:

For the clinical segment, (years three and four), students are evaluated on a five category Likert-type scale. Ratings of Exceptional, Above Average, Average, Below Average and Unsatisfactory are given in each of the eleven performance areas including performance of history and physical examinations, diagnostic acumen, medical knowledge, therapeutic/management, dependability and availability, record keeping/charting, professional appearance and conduct patient rapport, medical team rapport and progress through rotation. Attached is a description, in chronological order of the student's performance in each required rotation.

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Summary

In summary, I highly recommend Acrobat Acrobat for graduate medical training at your institution. Should you need any additional information, please feel free to contact me.

Sincerely,

Anthony J. Silvagni, D.O.,Pharm.D. M.Sc., FACOFP
Dean, College of Osteopathic Medicine
Medical Student Performance Evaluation

Unique Characteristics

When asked to provide distinguished characteristics and any significant challenges or hardships encountered during medical school, the student expressed the following:

This is an Acrobat FDF Toolkit test

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Academic Progress

Throughout years one and two of our program, students take courses in the basic sciences and clinical disciplines, and we are graded on a percentage basis. **Ricardo Roig** ranked out of a class of with a grade point average of . During academic years one and two, our College requires attendance at all lectures and labs, and class roll is taken on a random but continuous basis. **Ricardo Roig**'s attendance was deemed satisfactory and demonstrated a high level of professionalism. In addition to the rigors of a medical education, **Ricardo Roig** participated in extracurricular activities that included:

For the clinical segment, (years three and four), students are evaluated on a five category Likert-type scale. Ratings of Exceptional, Above Average, Average, Below Average and Unsatisfactory are given in each of the eleven performance areas including performance of history and physical examinations, diagnostic acumen, medical knowledge, therapeutic/management, dependability and availability, record keeping/charting, professional appearance and conduct, patient rapport, medical team rapport, and progress through rotation. Attached is a description, in chronological order of the student's performance in each required rotation.

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Summary

In summary, I highly recommend **Ricardo Ricardo** for graduate medical training at your institution. Should you need any additional information, please feel free to contact me.

Sincerely,

Anthony J. Silvagni, D.O.,Pharm.D. M.Sc., FACOFP
Dean, College of Osteopathic Medicine
Medical Student Performance Evaluation

Unique Characteristics

When asked to provide distinguished characteristics and any significant challenges or hardships encountered during medical school, the student expressed the following:

This is a test of the Acrobat FDF Toolkit

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Academic Progress

Throughout years one and two of our program, students take courses in the basic sciences and clinical disciplines, and we are graded on a percentage basis. Ricardo Roig ranked out of a class of with a grade point average of . During academic years one and two, our College requires attendance at all lectures and labs, and class roll is taken on a random but continuous basis. Ricardo Roig's attendance was deemed satisfactory and demonstrated a high level of professionalism. In addition to the rigors of a medical education, Ricardo Roig participated in extracurricular activities that included:

For the clinical segment, (years three and four), students are evaluated on a five category Likert-type scale. Ratings of Exceptional, Above Average, Average, Below Average and Unsatisfactory are given in each of the eleven performance areas including performance of history and physical examinations, diagnostic acumen, medical knowledge, therapeutic management, dependability and availability, record keeping/charting, professional appearance and conduct, patient rapport, medical team rapport and progress through rotation. Attached is a description, in chronological order of the student's performance in each required rotation.

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Summary

In summary, I highly recommend Ricardo Ricardo for graduate medical training at your institution. Should you need any additional information, please feel free to contact me.

Sincerely,

Anthony J. Silvagni, D.O.,Pharm.D. M.Sc., FACOFP
Dean, College of Osteopathic Medicine