



Association of Program Directors in Colon and Rectal Surgery Standardized Letter of Evaluation

Dear Colleague,

Thank you for supporting this applicant and for contributing to the Colon and Rectal Surgery (CRS) residency selection process. We recognize that your participation in the process requires time and thoughtful reflection, and appreciate your engagement.

The SLOE was to provide programs with **a structured, comparable evaluation of applicants across key competencies relevant to colorectal surgery training**. Traditional letters vary widely in structure and content, making it difficult to compare applicants. The SLOE aims to improve clarity, comparability, and fairness in the evaluation process while allowing letter writers to highlight the qualities that distinguish individual candidates; data demonstrate the ability of SLOEs to achieve these goals in our specialty and others compared to traditional letters.

Importantly, the SLOE is intended to function as an **evaluative tool rather than solely as an advocacy letter**. This helps programs identify applicants whose strengths, skills, and professional attributes align with their offerings to support applicants in matching at programs that best fit their abilities and goals.

Guidance for Completing the SLOE

Please consider the following when completing this form

1. Use the rating scale comparatively and realistically. None of us are perfect, we do not expect applicants to be, either.
 - Evaluate applicants relative to other residents at a similar stage of training.
 - Ratings in the middle ranges often represent strong and competitive applicants; most will not be in the highest category in all/nearly all domains.
2. Narrative comments should be concise and specific
 - Highlight distinctive strengths or attributes that differentiate the applicant.
 - When possible, include examples (anecdotes) or observations that illustrate the competency.
 - Provide an honest assessment of areas for growth: this section is intended to provide context about areas for development, not to disadvantage applicants. Thoughtful discussion of growth areas can help programs better understand the applicant's trajectory and potential.
3. Follow the form structure
 - Complete the standardized SLOE form without a separate narrative letter.
 - The final SLOE form should be **uploaded as a PDF to ERAS**.

Thank you again for your time and commitment to supporting the next generation of colorectal surgeons.

Sincerely,

The APDCRS Standardized Letter Task Force



**COLON AND RECTAL SURGERY RESIDENT
STANDARDIZED LETTER OF EVALUATION
Application Year 2026-2027**

Applicant Name:	
Form authored by:	
Your current position:	
Your specialty/subspecialty:	
Email/phone:	

What is the nature of your interaction with the applicant (select all that apply):	
<input type="checkbox"/>	Advisor/mentor
<input type="checkbox"/>	General Surgery Program Director
<input type="checkbox"/>	Applicant rotated on my service for ___ weeks
<input type="checkbox"/>	Research collaboration
<input type="checkbox"/>	I have not worked with the applicant directly; based on others evaluations
<input type="checkbox"/>	Other:
<input type="checkbox"/>	I understand that this replaces the narrative letter and a traditional narrative letter should NOT be attached to this form

FOR GENERAL SURGERY PROGRAM DIRECTORS:

Do you have a colorectal surgery specific rotation? Yes No

If yes, how many weeks did this resident spend on the colorectal service each clinical year?

PGY1	
PGY2	
PGY3	
PGY4	
PGY5	

If not, please describe the experience of your residents with colorectal cases:

--

Please rate the applicant according to the descriptors provided:

Most applicants will be average to above average in most domains.

	Performs at the level of a colorectal (or other subspecialty) fellow	Above Average for a General Surgery Chief Resident	Average for a General Surgery Chief Resident	Below Average for a General Surgery Chief Resident
Technical Skills <input type="checkbox"/> <i>Check this box if you cannot comment on this domain</i>	<input type="checkbox"/> Independently completes complex cases Recognizes and adapts to unexpected findings	<input type="checkbox"/> Completes most steps of straightforward cases with some direction/assistance Some difficulty adapting to unexpected circumstances	<input type="checkbox"/> Can perform most steps of common cases with substantial direction; needs assistance with more difficult dissections	<input type="checkbox"/> Completes some steps of straightforward cases; requires direction to complete cases; needs assistance for many dissections
Clinical knowledge <input type="checkbox"/> <i>Check this box if you cannot comment on this domain</i>	<input type="checkbox"/> Nuanced understanding of diseases and perioperative care; integrates evidence seamlessly into clinical decisions; support decisions with evidence	<input type="checkbox"/> Advanced knowledge for most diseases, indications for surgery, perioperative assessment; familiar with evidence supporting practice and can apply in common circumstances	<input type="checkbox"/> Knows the basics of most diseases, indications for surgery, perioperative assessment; aware of evidence supporting practice and applies in typical circumstances	<input type="checkbox"/> Knowledge has some gaps; some understanding of evidence but difficulty applying it; decisions based on prior personal experience rather than evidence
Clinical judgement <input type="checkbox"/> <i>Check this box if you cannot comment on this domain</i>	<input type="checkbox"/> Accurately synthesizes clinical data and context to develop sound, individualized management plans even in complex scenarios	<input type="checkbox"/> Individualizes application of knowledge to specific circumstance; accurate assessment and management of complex clinical scenarios	<input type="checkbox"/> Recognizes normal and abnormal presentations and postoperative courses; some guidance needed for plans in complex scenarios	<input type="checkbox"/> Able to accurately describe and interpret patient information but needs support to determine management plans or recognize significance of some findings
Interpersonal skills with patients <input type="checkbox"/> <i>Check this box if you cannot comment on this domain</i>	<input type="checkbox"/> Establishes rapport quickly; consistently communicates with empathy, clarity, and cultural sensitivity; empowers patients in decision making	<input type="checkbox"/> Explains complex topics simply; tailors communication to patient and situation; demonstrates empathy; inspires trust; recognizes own role on team	<input type="checkbox"/> Explains straightforward topics well; demonstrates caring and concern; understands patient perspective	<input type="checkbox"/> Sometimes has difficulty with rapport, uses technical terms, or confuses patients without recognizing; does not consistently express empathy
Interpersonal skills with colleagues including nurses, APPs, etc.	<input type="checkbox"/> Enhances team function; anticipates needs of others; role models professionalism and	<input type="checkbox"/> Consistently goes above and beyond to communicate clearly and in ways that are situation specific;	<input type="checkbox"/> Usually communicates clearly and promptly; works well with others; integrates team	<input type="checkbox"/> Communicates important information; works well as a team member but does not necessarily lead the

<input type="checkbox"/> <i>Check this box if you cannot comment on this domain</i>	collaboration; addresses concerns promptly and appropriately; finds ways to demonstrate appreciation	inspires others and brings out their best; expresses appreciation	members well; respectful of others	team; some gaps in communication or timeliness
Situational awareness <input type="checkbox"/> <i>Check this box if you cannot comment on this domain</i>	<input type="checkbox"/> Anticipates difficulties and implements next steps; maintains calm focus in dynamic settings; prioritizes and delegates appropriately; awareness of interpersonal and team dynamics	<input type="checkbox"/> Identifies difficulties and adjusts actions accordingly; can identify priorities in most situations; some awareness of interpersonal and team dynamics	<input type="checkbox"/> Recognizes key issues but may need prompting to act on them; improving ability to anticipate problems; can address concerns of team members	<input type="checkbox"/> Does not always recognize issues or focuses on wrong priorities; limited insight into own role in team dynamics
Receptivity to feedback <input type="checkbox"/> <i>Check this box if you cannot comment on this domain</i>	<input type="checkbox"/> Consistently seeks and recognizes opportunities for feedback, creates plans for implementation with self-assessment; recognizes opportunities for growth	<input type="checkbox"/> Receives and welcomes feedback well; seeks feedback at periodic intervals and modifies actions; strong desire to improve	<input type="checkbox"/> Accepts feedback when offered but seeks it infrequently; may need guidance to make changes; desire to improve	<input type="checkbox"/> Accepts feedback but does not implement changes without prompting; can be defensive; may lack awareness of areas for improvement or how to apply suggestions
Problem Solving <input type="checkbox"/> <i>Check this box if you cannot comment on this domain</i>	<input type="checkbox"/> Consistently anticipates and identifies core problems and generates effective solutions; considers downstream effects	<input type="checkbox"/> Analyzes problems thoughtfully and proposes reasonable plans; usually selects effective solution	<input type="checkbox"/> Able to identify problems and propose basic solutions; needs guidance for selecting and implementing solutions	<input type="checkbox"/> May not always recognize problems; solutions may be unrealistic or poorly developed; needs significant support for decisions
Integrity <input type="checkbox"/> <i>Check this box if you cannot comment on this domain</i>	<input type="checkbox"/> Always acts in alignment with values and ethical principles; demonstrates accountability; always honest and selfless	<input type="checkbox"/> Dependable, honest, and trustworthy; consistently does the right thing, even when difficult	<input type="checkbox"/> Generally trustworthy; follows rules and expectations; follows through on expectations	<input type="checkbox"/> Some gaps or deficiencies; may deflect blame or lack insight regarding accountability

Please choose from the chart above the three areas of strength the applicant demonstrates and provide details below. Anecdotes or examples are strongly preferred.

Areas of Strength

Details

Please note that your response is limited to 1200 characters.

1.

Select from the drop down menu above.

2.

Select from the drop down menu above.

3.

Select from the drop down menu above.

Please choose from the chart above the one area that the applicant should focus on during the remainder of their training to continue to grow, and provide details. Anecdotes or examples are strongly preferred.

Area of Growth

Details

Please note that your response is limited to 1200 characters.

1.

Select from the drop down menu above.

Please DO NOT provide a narrative letter or attach anything else to this form.