



MEDICAL STUDENT PERFORMANCE EVALUATION

For
Sonal Mahindroo
Class of 2026

IDENTIFYING INFORMATION

Sonal Mahindroo is a fourth-year student at The George Washington University School of Medicine and Health Sciences in Washington, D.C.

NOTEWORTHY CHARACTERISTICS

- Ms. Mahindroo naturally gravitates towards leadership roles. While at GW, she was elected president of the Medical Center Student Council, served as the student leader for her Practice of Medicine group, and acted as a student liaison during her surgery clerkship. Through these experiences, she developed valuable leadership skills that she plans to apply in her future career, where she envisions leading teams in high-stakes clinical environments.
- Ms. Mahindroo has maintained a longstanding commitment to addressing food insecurity and promoting nutrition, particularly in pediatric populations. Her efforts began as an undergraduate volunteer at her university’s food pantry and continued in medical school, where she volunteered for a local teaching kitchen and a program at Children’s National Medical Center that connects low-income families with food banks and nutrition resources in Washington, DC. She also served as a student leader in a medical school initiative that developed a community food stall concept for DC WIC, designed to encourage enrollment and re-enrollment in food assistance programs.
- Ms. Mahindroo has a strong research interest in pain management and has served on research teams investigating the pathophysiology of degenerative joint disease and engineering approaches to treatment. At GW, she works with the anesthesiology research team to evaluate the effectiveness of nerve blocks for post-operative pain in thoracic surgery. A co-author of eight published manuscripts (including three first-author papers) and 12 posters and presentations, Ms. Mahindroo hopes to leverage her research experiences as a future physician-scholar within academic medicine.

ACADEMIC HISTORY

Elected to Alpha Omega Alpha Honor Society:	August 30, 2025
Date of Expected Graduation from Medical School:	May 17, 2026
Date of Initial Matriculation in Medical School:	August 2022
Was this student required to repeat or otherwise remediate any coursework during his/her medical education?	No.
Did this student's educational program contain any leave(s) of absence, extension(s), or other gap(s) or break(s), either required or voluntary?	No.
Was this student the recipient of any adverse action(s) by the medical school or its parent institution?	No.

ACADEMIC PROGRESS

Professional Performance:

The George Washington School of Medicine and Health Sciences expects M.D. students to adhere to the high standards of behavior, integrity, character, and ethics befitting the medical profession. Professional comportment and academic integrity are governed by the Honor Code throughout the entire curriculum. Additionally, students are assessed systematically during their clinical clerkships in the following professionalism domains: honesty/integrity; responsibility/reliability/dependability; teamwork/team leadership; empathy; commitment to competence and excellence; and respect for patients. During medical school, Sonal Mahindroo has met stated objectives for professionalism at GW SMHS.

Preclinical Coursework:

Sonal Mahindroo successfully completed the 18-month Fundamentals of Medicine curriculum which is graded pass-conditional-fail. Ms. Mahindroo performed within the top 25% of her class during the preclinical curriculum.

Core Clerkships:

Clerkships are listed in chronological order. Any changes as a result of COVID-19 are briefly described in the relevant clerkship narrative(s).

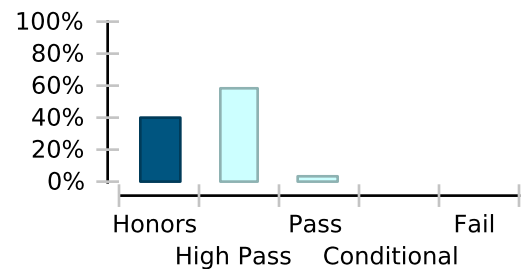
Pediatrics (Rotation 1)

Overall grade determined by: Inpatient Clinical Evaluation = 31.25%; Outpatient Clinical Evaluation = 31.25%; NBME Subject Exam = 31.25%; Self-Directed Learning Portfolio = 6.25%; Nursery (Pass/ Fail).

Clinical Scores: Honors/High Pass

NBME Subject Exam: Honors

Overall Grade: Honors



Areas of Strength:

"Sonali Mahindroo did an outstanding job during her pediatric rotation. The attendings who worked with her were consistently impressed with her performance. While this was her first rotation as a 3rd year, she was already functioning as a 4th year and on her way to being a manager/educator. She was able to not only gather and interpret data, she was synthesizing the information to develop appropriate differentials and management plans that evolved with the patient. She was very organized and had impressive, concise oral presentations. She consistently read about all of her patients. Her extended Histories and Physicals were comprehensive and well written. She had an excellent bedside manner and developed a comfortable rapport with patients and families. She was a great team player, was very proactive about seeking tasks and helping complete patient care tasks, which helped move care forward for her patients and families. She often followed up with families without any prompting and was the one to raise patient and family concerns or questions. As an example of her strong performance, she independently assessed and accurately diagnosed a 5yo male with Complete Kawasaki Disease who was admitted to our busy inpatient team around the time of our transitions of care to the night float team. Her diligence and clinical sharpness expedited the patient's care at a crucial point in the hospital day. Excellent work! Sonali did an excellent job during her pediatrics rotation. She took ownership of her patients, developed clear written documentation and oral presentations, and was very engaged in learning. She obtained appropriate historical information and developed thoughtful differential diagnoses for patients. By the end of the rotation, she was able to develop management plans for patients, including suggesting that a patient suffering from fibromyalgia and headaches should be connected with the pain management team. She also demonstrated strong communication skills with families related to treatment plans and anticipatory guidance."

Areas for Growth:

"Sonali can work on incorporating pediatric medical knowledge gained into her assessments and plans to better articulate the clinical reasoning behind them. She can continue to work on clinical efficiency when collecting patient histories which will improve with experience. She can also work to develop more concise written assessments that better synthesize historical information. Continue to increase pediatric fund of knowledge, work on using less jargon on family centered rounds, continue to explain clinical reasoning aloud during assessment of patient incorporating evidence-based medicine."

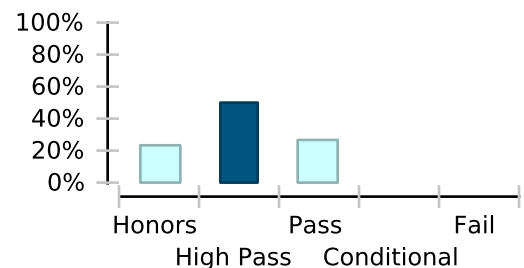
Surgery (Rotation 2)

Overall grade determined by: Clinical Evaluation Month 1 = 25%; Clinical Evaluation Month 2 = 25%; NBME Subject Exam = 30%, Practical Exam = 15%; Quizzes = 5%.

Clinical Scores: High Pass/Honors

NBME Subject Exam (reported as "Pass/Fail"): Pass

Overall Grade: High Pass



"Sonal has a very good fund of knowledge which she was able to apply in a reasonable manner during rounds, clinic, and OR. She demonstrated a good interest level in all clinical settings and in patient care. She took reasonable initiative with patient care, and this was most notable in the outpatient setting. She can be a bit reserved and can rely more on her fund of knowledge than in expressing her thought process. Over time, she became more comfortable with expressing her cognitive and logical reasoning skills, how she arrived at a conclusion or assessment, and in delivering her oral presentations with more confidence. She also started to be better at engaging in discussions of more complex patients over time. She has very good interpersonal and communication skills, working well with patients and the entire surgical team. She was a strong patient advocate. Sonal had excellent written notes and oral presentations. She had thoughtful differentials and thorough assessments and plans for her patients. She was proactive and got a lot out of this rotation."

Psychiatry (Rotation 3)

Overall grade determined by: Clinical Evaluation = 66.5%;
Composite Exam (NBME Subject Exam + Standardized
Patient Exam + Quizzes) = 33.5%.

Clinical Score: Honors
Composite Exam: Honors

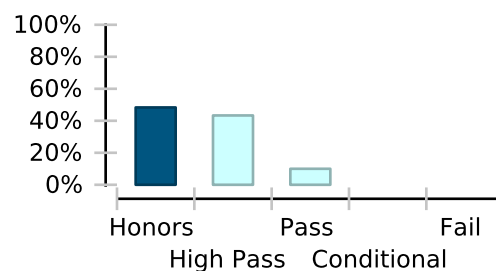
Overall Grade: Honors

Areas of Strength:

"Sonal was a pleasure to work with and have on the team and was a great team player. She has a strong work ethic, was reliable, and professional. She also is kind, compassionate, humble and dedicated to her patient care and her colleagues. She did a wonderful job working with her patients and putting them at ease. She was often going above and beyond meeting with them multiple times a day and incorporating various therapeutic activities. She sought out feedback and always incorporated it quickly. It was wonderful training her as she was clearly vested in her learning and in the care of her patients."

Areas for Growth:

"Continue practicing assertiveness in rounds to ensure you have the opportunity to voice your plans and ideas."

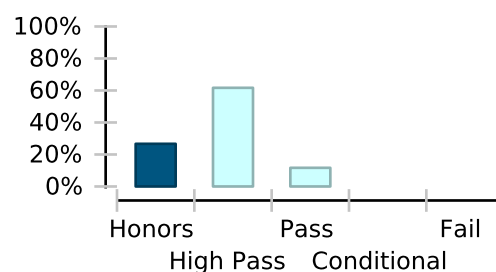


Obstetrics and Gynecology (Rotation 4)

Overall grade determined by: Clinical Evaluation = 45%;
NBME Subject Exam = 33%; Quizzes = 10%; Presentation
= 5%; OSCE = 5%; Genetics Section = 1%; Attendance =
1%.

Clinical Score: Honors
NBME Subject Exam (reported as "Pass/Fail"): Pass

Overall Grade: Honors



Areas of Strength:

"Sonal was an active participant on the GYN service. She prepared for the cases. She read about the patients and procedures. She always arrived to our cases with a positive attitude, having considered her learning goals and thought about how to achieve them. Sonal was able to identify pelvic anatomy and some variants of it. She followed through the patients' care from the onset through discharge. Residents really enjoyed working with her. She was always on time, always engaged, asking how she could help. She caught onto tasks quickly and was a valuable member of the team. She was excited to be able to attend vaginal births, use the Bovie in the OR, helped intubate. Her presentations were well thought out and appropriately detailed for her level. Sonal chose a very interesting topic for her final presentation with us: use of the power morcellator and risk of disseminated leiomyosarcoma. Her discussion was engaging, well-researched, brought awareness to a topic that our current residents really have no firsthand experience with. It spurred really important discussions about informed consent and risk stratification as it relates to minimally invasive surgery for fibroids. It was wonderful to work with Sonal in clinic! She has a great bedside manner; she is calm and appropriately reassuring and validating to patients. She works well with teams. She consistently took reliable and comprehensive histories that omitted few details. She was very attentive to patient comfort with sensitive pelvic exams and responded well to instruction and feedback. Her oral presentations were well-organized and appropriately detailed. She developed appropriate differential diagnoses and plans with prodding. Able to rely on evidence-based practice when considering differentials. Always is respectful, communicates clearly, and appropriately to all patients. Eager to share new knowledge learned in rotation with patients. Applies recommendations and considerations from past patient to present patients, showing growth and improvement."

Areas for Growth:

"Sonal is doing very well as a third-year medical student. She can continue to work on her written presentations, specifically on organization, efficiency, and ensuring all pertinent aspects are included (e.g., exam, plan). She can continue to hone her assessments and plans by updating them to reflect counseling. Continue to practice pelvic exams when possible, working to become more fluid with preparation and execution of speculum exam. Continue to strengthen Ob/Gyn knowledge base."

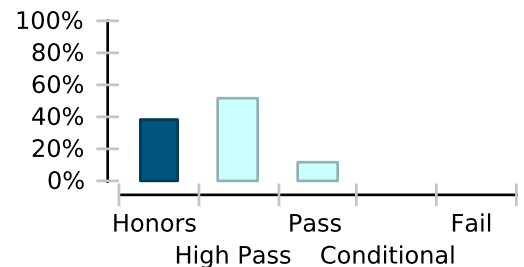
Medicine (Rotation 5)

Overall grade determined by: Clinical Evaluation Month 1 = 25%; Clinical Evaluation Month 2 = 25%; NBME Subject Exam = 30%; Standardized Patient Exam = 15%; Reflection Essay = 5%.

Clinical Scores: Honors/High Pass

NBME Subject Exam (reported as "Pass/Fail"): Pass

Overall Grade: Honors



Areas of Strength:

"Sonal has a good fund of knowledge and an organized clinical thought process. She can synthesize clinical data into a problem list, differential, and a reasonable basic plan. Sonal's oral presentations are organized, concise yet thorough, and include her clinical thought process. Her written notes are organized, up to date and thoughtful. Sonal has a good rapport with patients. She takes ownership of patient care including counseling. Her team was very impressed with her holistic approach to patient care (considers psychosocial factors) and her ability to work within an interdisciplinary team. With the medical team, Sonal is hard working, motivated, and responsive to feedback. Sonal is a self-directed learner with good foundational knowledge. Her histories and physicals are thorough. She has a systemic and organized clinical thought process and can think quickly on her feet when presented with new information. Sonal showed good growth in her ability to develop a prioritized differential and plan. She is always willing to take on complicated patients and learning opportunities. Sonal's oral presentations are organized and concise. Her written notes show her clinical thought process. With patients, Sonal has an empathetic bedside manner and is a patient advocate. She takes ownership of patient care and patients see her as their primary provider. With the medical team, Sonal is an invested and helpful team player. She is also very responsive to feedback."

Areas for Growth:

"Sonal is encouraged to continue to develop her assessments to include more broad differentials and avoiding anchoring on the assessments of others. She is also encouraged to further develop her plans for complex patients and to ensure that abnormal findings are addressed in her assessments and plans. Sonal will continue to grow with time and experience. Sonal is encouraged to further develop her diagnostic and therapeutic plans including evidence. She is also encouraged to take the next step into the educator role and educate her team. Sonal is well on her way!"

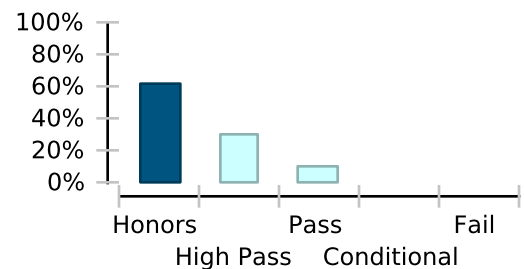
Primary Care (Rotation 6)

*Overall grade determined by: Clinical Evaluation = 60%;
Composite Exam (NBME Subject Exam + SP Exam) = 30%;
Case Presentation = 5%; Reflection and Experiential
Project = 5%.*

Clinical Score: Honors

NBME Subject Exam (reported as "Pass/Fail"): Pass

Overall Grade: Honors



Areas of Strength:

"Sonal is very a proactive and engaged learner. She seeks out feedback and uses it to consistently improve. Very quick to develop a rapport with patients and able to pick up on aspects of longitudinal care quickly. Incorporates patient preferences into preventative care. Will be an asset to any team. Sonal came into the rotation with strong clinical skills. By the end of the rotation they became even more refined. It was a breath of fresh air to have Sonal in clinic. Not only was she consistently prepared and motivated during the work day, she brought a sense of curiosity with her that made working together so enjoyable. Her medical knowledge is above where she is expected, but where she really shines is her clinical reasoning and ability to synthesize complex complaints into a diagnosis and deliver her plan with autonomy. Her presentations were organized and concise, and she consistently delivered evidence into her plans. Her patients felt listened to and heard. I wish she would go into primary care, but she will be an asset and star physician wherever she decides to go. High level of medical knowledge, good patient rapport skills, thoughtful, responsible, excellent communication skills with patients and team members."

Areas for Growth:

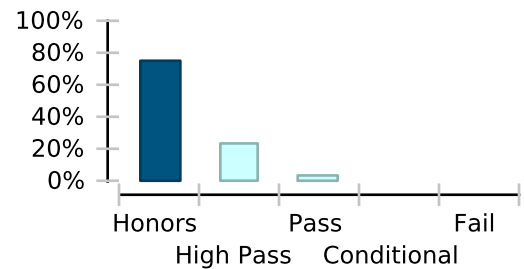
"Continue learning about guideline based preventative care. Continue practicing counseling patients to continue to gain comfort and develop your own style. Continue building medical knowledge. Continue to create tailored responses to patient concerns, practice shared-decision making."

Longitudinal Primary Care

*Overall grade determined by: Clinical Evaluation = 50%;
Quizzes = 30%; Advocacy and Longitudinal Project = 20%.*

Clinical Score: Honors

Overall Grade: Honors



"It was a pleasure working with Sonal. Always prepared with attention to detail, Sonal was organized and thorough in gathering histories and documenting in her notes. Her notes from the start were excellent, succinct and articulate but contained all the necessary information to form an appropriate and accurate Assessment and Plan. She has a wonderful bedside manner, open, caring, warm, friendly and comforting and she practiced patient-centered care, personalizing to each patient's individual needs. Her knowledge of health maintenance improved consistently as did her clinical reasoning skills."

Additional Clerkships and Electives:

Anesthesia Sub Internship

Areas of Strength: Sonal did a very good presentation on deep extubation, citing a number of sources and explaining physiologic reasons for it. She was great to work with, asks great questions. Takes initiative in the OR. Shows interest in cases and patient care. She was really helpful during patient rounds. Saw patients by herself. Was able to present and come up with plans for their pain. She also wrote a great consult note. Showed excellent proficiency in IV placement and ability to follow feedback to improve. Strong work ethic, willing to learn.

Areas for Growth: Continue reading to broaden your anesthetic plans.

Final Grade: Honors

Pain Medicine

Areas of Strength: Works well with team, shows empathy to patients. Motivated and very professional.

Areas for Improvement: Continue to work on developing differential diagnosis.

Final Grade: Honors

SUMMARY

Sonal Mahindroo delivered an **outstanding*** performance across the clinical curriculum. Faculty offered high praise for her foundational knowledge and clinical assessments, with many evaluators describing Ms. Mahindroo's impressive diagnostic skillset, exceeding expectations for her level of training. Faculty offered similarly high praise for Ms. Mahindroo's patient-centered approach to care and quick rapport with patients. Faculty noted that Ms. Mahindroo quickly formed durable therapeutic partnerships with patients that accelerated the team's care. Universally described as hard-working, self-directed, and an all-around joy to work with, Ms. Mahindroo was encouraged by many faculty to pursue their fields of training. Ms. Mahindroo has displayed the knowledge, skillset, and character to truly excel in post-graduate training, and we anticipate she will be a highly valued member of her residency cohort.

*Summary Adjective Rating is determined solely by final grades in the seven (7) required clinical clerkships. Students are given three (3) points per credit hour for each grade of "Honors", two (2) points per credit hour for each grade of "High Pass", one (1) point per credit hour for each grade of "Pass", zero (0) points per credit hour for each grade of "Conditional Pass", and minus one (-1) point per credit hour for each grade of "Fail". (Outstanding = 146 – 162; Excellent = 131 – 145; Very Good = 105 – 130; Good = 90 – 104; Satisfactory < 90.)



Steven Davis, MD
Associate Dean for Student Affairs and Administration
Associate Professor of Emergency Medicine

The George Washington University School of Medicine and Health Sciences Washington, D.C.

Special programmatic emphases, strengths, mission/goal(s) of the medical school:

The George Washington University School of Medicine and Health Sciences (GW SMHS) has as its goal the preparation of humanistic physicians with strong clinical skills. The unique situation of the school's location in the Nation's capital permits students many opportunities to pursue interests in research, community service, and leadership. We admit a highly diverse group of students with wide-ranging interests and accomplishments.

Special characteristics of the medical school's educational program:

The GW SMHS curriculum utilizes active learning; integrates the basic and clinical sciences; and provides students with an earlier clinical experience, a greater focus on public health and clinical reasoning, and enhanced opportunities for professional development. The M.D. program curriculum has three phases: Fundamentals of Medicine, Fundamentals of Clinical Practice, and Transitions to Advanced Clinical Practice. The Fundamentals of Medicine phase is an integrated, organ-systems based block structure lasting 18 months, and is followed by a two-month study period to take USMLE Step 1. Students begin their clinical experiences in March of the second year. Fundamentals of Clinical Practice is a yearlong experience consisting of required clerkships and elective blocks, and includes a Longitudinal Primary Care Clinic (LPCC) one half-day every other week throughout the year that complements the Primary Care Clerkship. In addition to required advanced clerkships during the Transitions to Advanced Clinical Practice phase in the final year, students complete an intensive one-month capstone specialty-specific experience in preparation to perform at a high level as they transition to residency.

The SMHS Clinical Public Health (CPH) curriculum provides students with the knowledge and skills to promote the health of individual patients and communities and to advance health equity by improving the determinants of health. GW's required CPH curriculum extends across all four years, and includes three "Patients, Populations, and Systems" courses during the preclinical years. Covered topics include public health, health systems, quality and patient safety, determinants of health, health equity, and evidence-based practice. Additional CPH "Summits" provide experiential learning opportunities to engage with policymakers and community stakeholders on pressing public health issues.

GW SMHS offers students nine Scholarly Concentration areas designed to enrich students' experiences and opportunities in the following areas of study: Clinical Practice Innovation and Entrepreneurship, Clinical and Translational Research, Community and Urban Health, Disaster Medicine, Global Health, Health Policy, Integrative Medicine, Medical Education and Leadership, and Medical Humanities. The Scholarly Concentration program is longitudinal over the four year curriculum, with a seminar series during the first 18 months, an eight-week experiential internship during the summer after the first year, and a senior capstone experience. Students' participation is voluntary.

In addition to the standard four-year MD program, GW SMHS sponsors a dual BA/MD program in which up to 5% of each class are enrolled.

Average length of enrollment (initial matriculation to graduation) at the medical school:

Approximately 90-95% of each entering class completes their medical education within four years of admission.

Description of the evaluation system used at the medical school:

GW SMHS utilizes a Pass/Fail grading system in the 18-month Fundamentals of Medicine (preclinical) phase of the curriculum, and an Honors/High Pass/Pass/Conditional/Fail grading system in the Fundamentals of Clinical Practice and Transitions to Advanced Clinical Practice (clinical) phases of the curriculum. A conditional grade indicates isolated areas of weakness that can be remedied without repetition of the entire course. Clinical skills assessment is carried out repeatedly through the first three years utilizing standardized patients. GW SMHS does not maintain a class ranking system.

Description of the process by which the MSPE is composed at the medical school (including number of school personnel involved in the composition of the MSPE):

Each MSPE is written by one of three physician deans at the associate or assistant level.

Medical school requirements for successful completion of USMLE Step 1, 2:

USMLE Step 1:

- Required for promotion
- Required for graduation
- Required, but not for promotion/graduation
- Not required

USMLE Step 2:

- Required for promotion
- Required for graduation
- Required, but not for promotion/graduation
- Not required

Medical school requirements for successful completion of Objective/Observed Structured Clinical Evaluation (OSCE) at medical school. OSCEs are used for:

- Completion of course
- Completion of clerkship
- Completion of third year
- Graduation
- Other: _____

Utilization of the course, clerkship, or elective director's narrative comments in composition of the MSPE. The narrative comments contained in the attached MSPE can best be described as:

- Reported exactly as written
- Edited for length or grammar, but not for content
- Edited for content or included selectively

Utilization by the medical school of the AAMC "Guidelines for Medical Schools Regarding Academic Transcript."

This medical school is:

- Completely in compliance with the Guidelines' recommendations
- Partially in compliance with the Guidelines' recommendations with exceptions: _____
- Not in compliance with the Guidelines' recommendations

Students are permitted to review the MSPE prior to its transmission:

- Yes
- No