

PCMedEd 2004

Iain & Anne

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Assessment - ILOs

- To be familiar with assessment jargon
- To understand some principles
- To be aware of some ramifications

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Assessment - Brainstorm

Objectivity
Standards
Summative
Reliability
Fairness
Competence
Evidence
Gut Feelings
Feedback
Validity
Methods!
Appraisal
Rigour
Performance
Subjectivity
Behaviour
Records
Blueprints
Formative
Quality

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Assessment - Brainstorm

Summative
Formative
Appraisal

Methods!

Feedback
Records
Evidence

Competence
Performance

Gut Feelings
Behaviour

Rigour
Reliability
Validity
Objectivity
Subjectivity
Standards
Blueprints
Quality
Fairness

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Assessment

Definitions

- Formative Assessment
- Summative Assessment
- Appraisal

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Assessment

Definitions

- All concerned with MEASUREMENT
 - "an attempt to know that person" (Rowntree 1977)
- All use Measurement methods
 - Objective....
 - Subjective....

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Assessment

Purpose	Referent	Term
Development	Self or Goal	Appraisal
Classification	Peer or Absolute	Assessment

after Haile (1977)

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Assessment

Purpose	Referent	Term
Development	Self or Goal	Formative Assessment
Classification	Peer or Absolute	Summative Assessment

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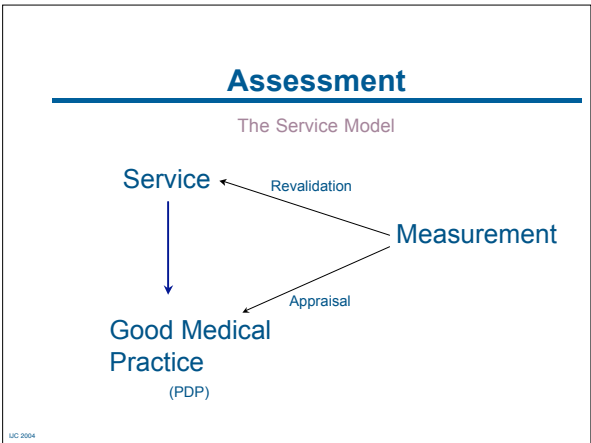
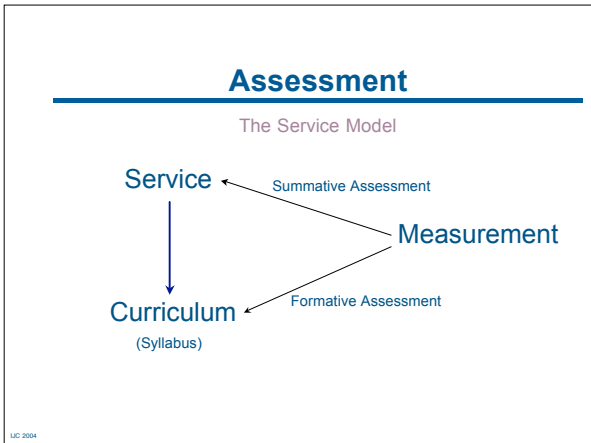
Assessment

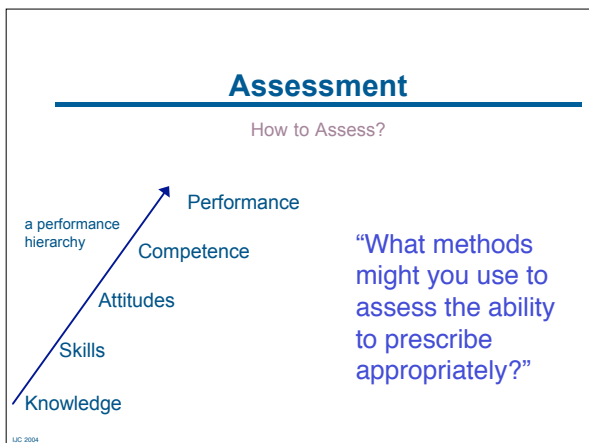
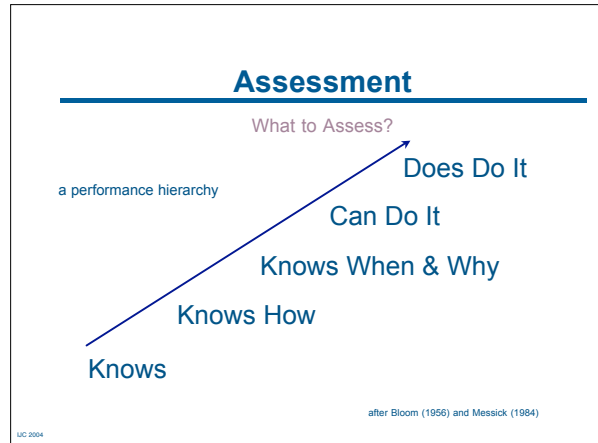
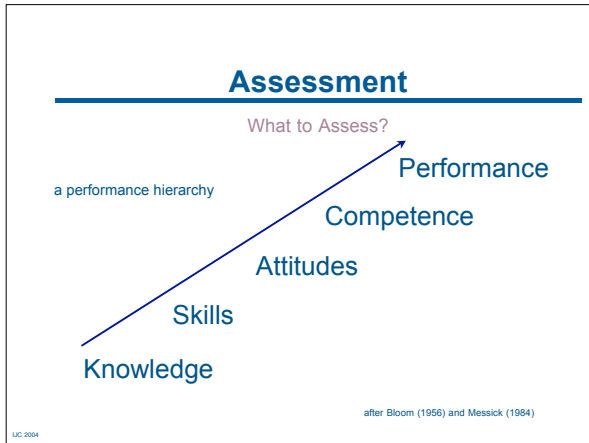
Formative vs Summative Assessment

“Formative Assessment uses methods usually used for classification, but in a developmental/diagnostic way”

Black & Devine (1986)

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- ## Choosing Assessment
-
- How to Assess?
- Many methods...
- | | |
|-------------------------------|---------------------------|
| interviews | prescribing review |
| question papers | tutorials |
| references | MARS forms |
| feedback (patients, staff...) | attitude questionnaires |
| joint surgeries | MCQ |
| video | MEQ |
| mannequins | audits |
| PCA | projects |
| RCA | structured reports |
| role play | OSCE |
| direct observation | simulated patient surgery |
| case studies | essays... |
- LIC 2004

Choosing Assessment

Match the method to the need

Right for purpose:

- summative
- formative

Right for stage:

- knowledge
- skills
- attitudes
- competence
- performance

Right for context:

- feasible
- relevant
- sufficient

Right for learner:

- understood
- fair

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Choosing Assessment

How rigorously to assess?

The higher the stakes of the outcome of assessment the greater the importance of:

- academic rigour
 - reliability
 - validity
- utility
- absolute standards (criterion-referencing)
- objectivity
- coverage of 'blueprint'

Cronbach (1964)
Livingstone & Zieky (1982)

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Choosing Assessment

An example - National Summative Assessment for GPs

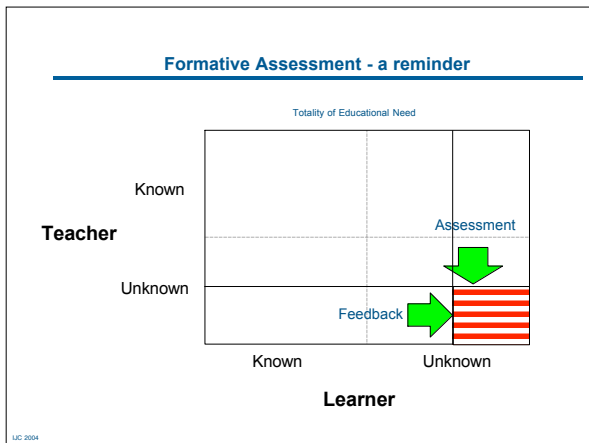
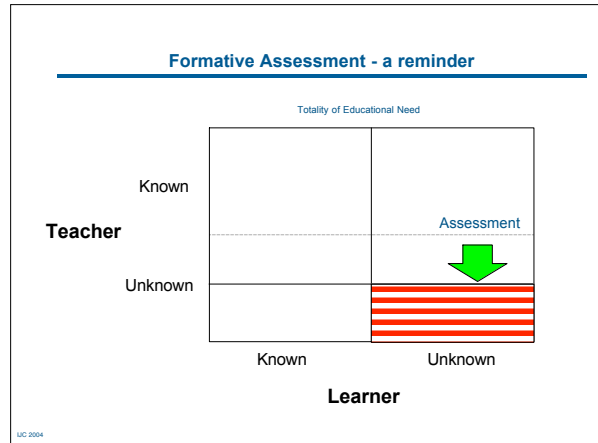
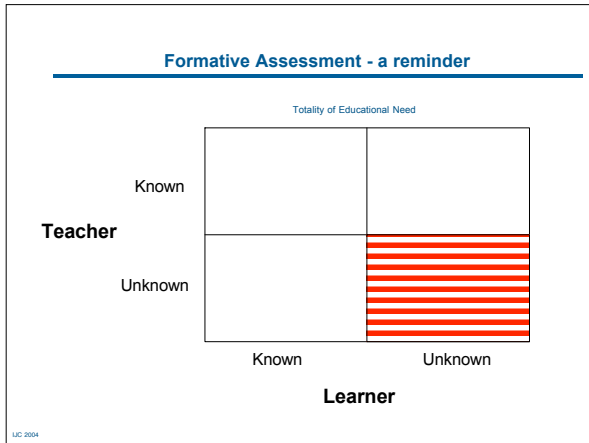
- MCQ
 - < one of 2 bodies (COGPED & RCGP)
- Structured Trainer's Report
- Communication/Consulting
 - < Video (one of 2 bodies - COGPED or RCGP)
 - < Simulated Surgery
- Written Work
 - < COGPED Audit
 - < National Project Marking Schedule

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Assessment

Back to practicalities...

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Actual Assessment

Formative	Summative
<ul style="list-style-type: none"> • Identify what can do <ul style="list-style-type: none"> - Leave it out of curriculum - Use transferable knowledge/skills... • Identify what can't do (Reduce size of Red Box) <ul style="list-style-type: none"> - Learner's Wants - Learner's Needs - Put it into curriculum • Round and round we go <ul style="list-style-type: none"> - Regular assessment - Regular feedback <p style="text-align: center; color: green;">TASTING</p>	<ul style="list-style-type: none"> • Identify what can do <ul style="list-style-type: none"> - If sufficient - Celebrate - If not - Despair • Er...That's it <p style="text-align: center; color: green;">EATING</p>

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Assessment - Records

Final Thought...

Write it down!

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