

## PLANNING AN ASSESSMENT

1. When we are planning an assessment the following step must be considered:

- Defining the content to be assessed
- Defining the purpose of the assessment
- Choosing the most appropriate assessment methods and formats
- Writing test items and scoring mechanism
- Setting standards
- Choosing the appropriate report format
- Item banking

In this note we will cover the first 3 step above.

2. Defining the content to be assessed

- Miller’s Pyramid, other component?
- Competence and performance
- Authenticity across the levels of pyramid
- Blueprinting
  - Simple or complex
  - Related to tasks/competencies
  - Ensures representativeness and adequate sampling
  - E.g. Blueprinting of OSCE question according to system and competency

System \ Compe	Physical examination	History taking
<b>CVS</b> - chest pain - cyanosis	2 questions	2 questions
<b>RES</b> - cough - SOB	1 question	2 questions

3. Defining the purpose of the assessment

- Formative vs. summative

4. Choosing the most appropriate assessment methods and formats

	Validity	Reliability	Feasibility	Acceptability	Educational Impact
<b>Purpose</b>					
Summative	+++	+++	+++	+++	+++
Formative	+++	+	+	+	++

- Validity
  - Increasing authenticity
  - Move the assessment back to the workplace
  - Increase integration of competencies, resist atomization e.g. global rating over checklists
  - Multiple sources
  - General professional competencies
  - Use a qualitative, professional judgment
- Reliability
  - Overcoming domain/content specificity
    - Sample across content
    - Sample across conditions
  - Any specific method can be sufficiently reliable, provided that sampling is adequate across content content/conditions
    - don't throw away the old methods
- Educational impact or consequential validity
  - Be aware of it
- Planning assessment is designing instruction