

ASSESSMENT OF STUDENTS (Area -3)



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ASSESSMENT OF STUDENTS

Objectives:

- 1- Highlighting on national standards of assessment.
- 2-How to generate evidences.

3.1 ASSESSMENT METHODS



Basic standards: The medical college must

3.1.1. **define, state and publish** the principles, methods and practices used for assessment of its students, including the criteria for setting pass marks, grade boundaries and number of allowed retakes.

Evidences generation :

Present : define, state and publish (*publish "at official or formal web site* of the college, Examination Committee and examinations book, Google classroom and in papers etc.") the principles, methods and practices used for assessment of the students, including the criteria for setting pass marks, grade boundaries and number of allowed retakes.

Applied : *Documents* demonstrating application of most of the above criteria of the curriculum)

Effective : *Documents (surveys)* from a representing samples of medical students , tutors , related stakeholders ; about clear orientation of the above criteria.



3.1.2. ensure that assessments

cover knowledge, skills and attitudes.

Evidences generation :

Present : Check *for policy* of assessment that must cover knowledge, skills and attitudes(KSA). Use documents *including a Blue print or other documents representing assessment of KSA*. (even more theoretical subjects, assessment of skills can be ensured by addressing intellectual skills, attitudes "there are valid questionnaires available on the net")

Applied: Documents representing application of the above criteria [KSA] *in all departments of the college*.

Effective: Documents demonstrating application of the above criteria *for most of subjects in each department* of the college.



3.1.3. use a wide range of assessment methods

and formats according to their “assessment utility”.

(Annotations: assessment methods would include consideration of the *balance between formative and summative* assessment, the **number of examinations** and other tests, the **balance** between different types of examinations (**written and oral**), the use of normative and criterion-referenced judgments, and the **use of personal portfolio and log-books** and special types of examinations, .

“Assessment utility” is a term combining validity, reliability, educational impact, acceptability and efficiency of the assessment methods and formats.)

[Note : The **psychometric committee** is the one which is responsible for assessment utility.]

3.1.3. use a wide range of assessment methods and formats according to their “assessment utility”.



Evidences generation :

Present : *Documents* indicating the use of a wide range of assessment methods

Applied : *Use of a Blue Print* to prove application of the above criteria to most subjects of curriculum.

Effective : *Questionnaire* to graduates , undergraduates to verify whether the assessment include wide range of methods.

3.1.4. The medical college **must** ensure that methods and results of assessments **avoid conflicts of interest.**



Evidences generation :

Present : *Documents* for instructions to exclude conflict of interest (e.g. social, economic, ... etc.). Moreover , there are methods of examinations that reduce the incidence of conflict of interest like for example: *using of question bank* for theory , OSCE, OSLER and other forms of exam.

Applied: Presence of documents to ensure application of the above criteria *in all departments* or all equivalent units of the college.

Effective: Surveys for both faculty members and students ensuring effective application of the above criteria(*satisfaction questionnaire*)

3.1.5. The medical college **must** ensure that assessments are **open to scrutiny by external expertise.**



Evidences generation :

Present : There are *documents* confirm that the *college had a policy* that their assessment methods and processes are open to inspection by external expertise. *This external expertise could be from the university or other university, ministry or from outside the country.*

Applied Documents ensuring application of the above criteria *to all types of exam and in organized periodic manner.*

Effective Documents indicating *a change or action to be taken* after application of the above criteria.



3.1.6. The medical college **must** use a **system of appeal** of assessment results.

Evidences generation :

Present Documents indicating that *there is a system of appeal* (specific regulation and instructions whether ministerial or university) through a *specific committee*

Applied Documents ensuring application of the above criteria to the *most types of exam*.

Effective *Surveys for student* satisfaction after application of the above criteria.

Quality development standards:

The medical college **should**



3.1.7. The medical college should evaluate and document the reliability and validity of assessment methods.

(Annotation : evaluate and document the reliability and validity of assessment methods would require an appropriate quality assurance process of assessment practices).. [note: during the electronic correction which usually use OMAR system ; the validity , reliability , C.I. , ..etc. , are estimated then the examination committee transfer it to the quality assurance assessment committee (QAAC) or to psychometric committee for further management].

3.1.7. The medical college **should** evaluate and document the **reliability and validity** of assessment methods.



Evidences generation :

Present : evaluate and *document the reliability and validity* of assessment methods which require an appropriate committee regarding quality assurance process of assessment practices.

Applied Documents ensuring application of the above criteria to the *most types of exam*.

Effective Documents (e.g. meeting minutes of college's council, department , or committee.... etc.) indicating that *the college was taking special decisions according to reflection results of evaluation*.



3.1.8. The medical college **should** incorporate **new assessment methods** where appropriate.

Evidences generation :

Present : *Documents* indicating incorporation of new assessment methods ,by for e.g. **annual reviewing of the assessment plan** .

Applied : Documents ensuring application of the new assessment methods in more than one area of assessment in light of the annual reviews.

Effective : Documents ensuring *the impact of the new assessment* methods e.g. interview students and assessment committee ; to verify their satisfaction about these methods, impact on students' performance, change in graduates' behaviors.



3.1.9. The medical college **should** encourage the use of **external examiners**.

(**Annotation** : Use of external examiners may increase fairness, quality and transparency of assessments.)

Evidences generation :

Present : The college should *had a policy* which encourage the *participation of external examiners from other colleges*, other institute (ministry of health), or outside the country

Applied : Documents ensuring application of the above criteria in *continuous periodic manner*.

Effective : Documents ensuring application of the above criteria *in most departments of the college*.



3.2 RELATION BETWEEN ASSESSMENT AND LEARNING

Basic standards: The medical college **must**:

3.2.1.1. The medical college must use assessment principles, methods and practices that are **clearly compatible with intended educational outcomes and instructional methods.**

Evidences generation :

Present : The college must have documents indicating *the use of Blueprint* (assessment principles, methods and practices *that are well matched* between educational outcomes and instructional methods and assessment methods i.e. constructive alignment).

Applied : Documents ensuring application of the above *criteria in all departments of the college.*

Effective : Documents representing *feedback survey* and *analysis* about matching between educational outcomes and assessments from the *graduates, medical students and academic staff.*



3.2.1.2. The medical college **must** use assessment principles, methods and practices that ensure that the intended **educational outcomes are met by the students.**

Evidences generation :

Present : Documents showing *feedback from students* representing coverage of assessment principles, methods and practices for the three main areas of educational outcomes (Scientist "knowledge", Behavior "skills" and Attitudes)

Applied : Documents representing application of the above criteria *in all academic departments* of the college

Effective : *plan of action according to the feedback results;* like for example changing or using new assessment methods



3.2.1.3. The medical college **must** use assessment principles, methods and practices that **promote student learning.**

[Note: to promote student learning is *by using analytic type of questions.*]

Evidences generation :

Present : *Look for policy of assessment*; does it promote learning like *using case problem solving questions , use different levels of questions* according to bloom taxonomy , *using blueprint* to achieve the 3 principles (knowledge , skill, and attitude).

Applied : - Documents representing results of tutor **surveys about students' performance** before and after application of effective using of assessment principles, methods and practices. - Verify samples of questions.

Effective : Documents representing results *of students surveys* about change in students learning after application of effective use of assessment principles, methods and practices . *Or interview the students* to verify the policy of assessment.



3.2.1.4. The medical college **must** use assessment principles, methods and practices that **provide an appropriate balance of formative and summative assessment** to guide both learning and decisions about academic progress .

(Annotations: Decisions about academic progress would require rules of progression and their relationship to the assessment process).

Evidences generation :

Present : *The college must have both* summative and formative assessment.

Applied: The above criteria must *be applied to most subjects in the curriculum.*

Effective: Documents representing *feedback survey* from both students and teachers about balance, satisfaction and effectiveness of both formative and summative exam; in guiding learning and academic progress.

Quality development standards :

3.2.2. The medical college **should** adjust the number and nature of examinations of curricular elements to encourage both acquisition of the knowledge base and integrated learning.



Evidences generation :

Present : Documents representing results of *surveys from students* about both *negative effects of assessment* (number and types of assessment) on learning process and *about the overload of the curriculum* (i.e. excessive information).

Applied: Application of the above criteria in *all stages of students for all subjects*.

Effective: Documents representing *active decisions* to adjust assessments (number and types) and curricular volume after reasonable students surveys.



Quality development standards :

3.2.3. The medical college **should** ensure timely, specific, constructive and fair **feedback to students on basis of assessment results.**

Evidences generation :

Present : Documents indicating assurance of timely, specific, constructive(helpful) and *fair feedback to students* on basis of assessment results.

Applied and effective :Documents ensuring application of the above criteria in all departments of the college and all subjects in each department.

Summary:



- Assessment policy.(compatible)**
- Formative and summative assessments.**
- Blue prints**
- Psychometric committee(validity, reliability)**
- Quality assurance assessment committee
(QAAC)**
- Feedback.**