

7 GOLDEN PRINCIPLES OF A GOOD ASSESSMENT

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Introduction

A good evaluation of students is an important part of any educator's job. It can help to identify strengths and weaknesses, as well as areas for improvement. Students learn more based on what is asked rather than what is taught. So, it's essential to make a proper assessment.³

A good assessment should be valid, reliable and should include newly introduced competency-based learning system.

Reliability: any assessment should generate similar result for a person if the same test is taken multiple times. e.; assessment should be consistent and produce consistent result over-time.^{4,5}

Validity: assessment which is conducted should accurately measure the knowledge and skills which are intended to be evaluated.

Content Validity: It is imperative that all competencies are evaluated consistently across the board

Construct Validity: How well a test measures content it was made to evaluate. When it comes to questions, they should not be too superficial nor too deep, but they should only focus on the part of the content that is required to be assessed. A test should only measure what it is supposed to measure.^{4,5}

The following are 7 golden criteria to follow while creating an assessment:

(1) Assessment of all domains-

We teach students in 3 domains

K (Knowledge) = cognitive skills

S (Skill) = psychomotor

AETCOM

Judicious assessment of all 3 domains is necessary to judge overall understanding of the student. System till now favoured evaluation of knowledge especially recall knowledge rather than application-based knowledge giving less priority to skills and AETCOM.³

(2) Selection of appropriate tool for assessment³

To assess knowledge:

Knowledge	MCQs
	SAQs (Short Answer Questions)
	LAQs (Long Answer Questions)
	Viva

To assess Skill:

Written evaluation of skill should be avoided rather practical demonstration is preferred

Skill	Practical
	OSCE (Objectively Structured Clinical Exam)

	OSPE (Objectively Structured Practical Exam)
	Viva

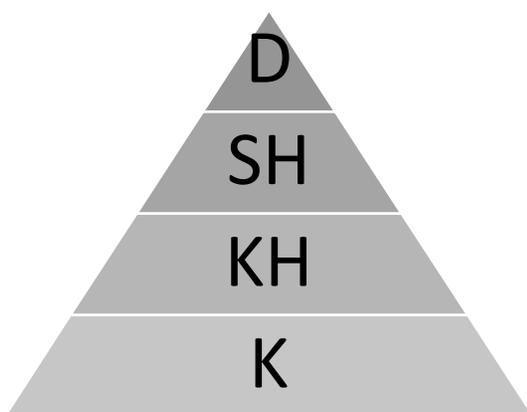
To assess AETCOM:

AETCOM	OSPE (Objectively Structured Practical Examination)
	OSCE (Objectively Structured Clinical Examination)
	Direct Observation
	Reflective Writing
	Viva

Viva when done effectively is the most versatile and reliable tool and can be used for all domains

(3) Assess According to competency level

Assessment should be based on levels specified in the new curriculum. The competencies can be divided into K (know), KH (know how), SH (Show how) And D (Do). They can be demonstrated by Miller’s Pyramid. Different Levels require different assessment tools.³



<i>Unsupervised</i>
<i>OSPE/ OSCE/ WPBA</i>
<i>Case Based Questions/MCQs</i>
<i>Recall Questions/MCQs</i>

K and **KH** can be evaluated by recall and case based questions respectively preferably to be assessed by theoretical examination.

SH is evaluated through practical, OSCI, OSPI and WPBA.

D is how a student performs during clinicals when she/he is unsupervised.¹

(4) Use Combination of Tools for Assessment

Every tool of assessment available to us has its own pros and cons.

For example, viva is flexible and can be used to assess any domain. The examiner can explore weaker areas and stronger areas of student’s

knowledge and skill. However, viva is highly subjective and lack standardization.

Long Answer Question on the other hand give us idea of the student’s creativity and depth of knowledge but are very subjective.

MCQS. Good MCQs can cover a wide area and are fair because of no interexaminer bias but are time consuming to make and promote guess work.

Therefore, a combination of all these tools should be used in order to cover the curriculum.⁶

(5) To improve subjective exam reliability

There is a growing concern that subjective examinations are considered less reliable due to inter examiner variability.

In order to resolve this factor, multiple exams through multiple examiners can be conducted. Subjective examinations are not to be excluded from the assessment pattern just because of bias of the examiner.¹

In fact, the best way to assess AETCOM is through subjective evaluation so we shouldn't be afraid to embrace them and their potential.

(6) To improve objective exam reliability

It is generally accepted that objective tests are fair and reliable by most people; however, objective tests can also be unreliable if the questions asked are too deep or superficial. To be reliable, questions should be in appropriate quantity and of good quality.³

As an example, if only recall MCQs are asked in a subject with a wide curriculum, such as pharmacology, from a limited number of chapters, then it can't be considered a reliable test. Multiple choice questions are a great tool to assess knowledge, but they should be limited to what they are meant to be assessing. Tests should measure what they are meant to measure.

(7) Learning Pattern

The best learning method is repetitive formative assessment with constructive feedback.³

Ideally, it should include positives as well as negative remarks on the student's performance and should be honest and helpful in enhancing the student's overall learning experience.²

Conclusion: A good assessment should be valid, reliable, should have integrity, content validity and construct validity. The given 7 principles show a simple yet effective way to ensure that happens. They are one of the central tools that help us in the designing of an accurate and reliable

assessment system. These principles help us to design an assessment that is free from errors and bias.

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