

Evaluation/Assessment Examples - American Board of Pediatrics

Evaluation Mechanism	Evaluation Methods	Passing Standards	Feedback Methods
Case discussion	Learners asked to share with each other and group how they would approach the case at various	Learners actively participate in the conversation as judged by a group leader or observer.	The outcome of the case is shared.
Written responses	Learners write down what they have learned and indicate what practices they'll maintain or change.	Learners write a reflective statement that is assessed by the instructor, and make a commitment to change or maintain an	Leader/facilitator summarizes what was dis- cussed and best next steps for learners.
Audience response system	Learners select answers to provocative questions using the ARS.	Learners engage adequately with an acceptable number of attempts. Threshold set by	Answer to each question is shared verbally or in writing.
Quiz	Learners complete an- swers to a quiz during or after an	Fraction of answers correct set by provider.	Best answer to each question is discussed or
Table-top exercise	Learners write down next steps in an evolving case at various set points.	Learners write a possible next step to each question. Participation	Best practice at each step is discussed or shared after each
Simulation	Learners demonstrate strategy/skill in a simulated setting - could be role-	Learners participate in simulation as judged by a facilitator or observer.	Best practice or technique is discussed and shared throughout, or at the conclusion
Review of manuscript	Learners provide constructive feedback on the manuscript according to the specifications of	Quality of the manuscript review is acceptable as determined by the editor.	Editor provides feedback on the adequacy of the review to the learner.
Writing test items	Learners write test items that are evaluated by committee chair and peers.	Item quality is adequate as determined by com- mittee chair.	Feedback is received from peers and committee chair throughout the
Learning from teaching	Identification by the teacher (who is the learner in this instance) of knowledge gaps that need to be filled	A reflective assessment by the teacher/learner identifying ways in which the knowledge gaps were filled.	Structured, documented feedback provided to teacher by a mentor or peer upon review of the gap