

## Test Committee Terms of Reference

### Authority:

An advisory sub-committee of the Student Assessment and Standards Committee (SASC), reporting to the Curriculum Committee, under the authority of the Vice Dean, MD Program.

### Mandate:

- To manage the examination bank and establish best practices in test item generation and examinations for written and performance based test
- Establish and maintain working groups for the implementation of the Progress Test and the integrated OSCE

### Action items:

1. To establish the examination bank
2. To facilitate the initial import of questions from existing examination banks
3. To provide administrative oversight of the examination bank
4. To set guidelines on best practices in test item writing based on available evidence
5. To provide resources to various stakeholders with respect to best practices
6. To analyze data, interpret results and produce reports regarding examination quality
7. To design, develop, and implement the Written Progress Test
8. To design, develop, and implement the integrated OSCE
9. Coordinate with the Student Assessment and Standards Committee (SASC) regarding matters pertaining to written tests or OSCEs

### Membership:

1. Director, Clinical Skills (*Chair*)
2. Director, Program Evaluation
3. Director, Student Assessment
4. iOSCE lead
5. OSCE development expert
6. Business Analyst, Office of Evaluations
7. Education Scientist, Office of Evaluations
8. Psychometrician, Office of Evaluations (2)
9. Faculty Advisors (6-8)

**Approved/Amended:** March 8, 2016 by the MD Program Curriculum Committee; September 19, 2017; August 15, 2017

## Written Assessment Strategy (WAS)

(Approved by the MD Program Curriculum Committee: May 14, 2019)

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### Vision

To provide students with high-quality written assessments that are:

- Suitably aligned with the competencies and objectives of the MD Program
- Valid and reliable
- Utilized for student academic progress decisions and the timely identification of students in academic difficulty

### Guiding principles

1. Evidence-informed best practices will guide the development and implementation of all written assessments
2. Faculty will be appropriately supported in their assessment activities
3. Written assessments will be monitored for continuous quality improvement

### Components

#### 1. Evidence-informed best practices will guide the development and implementation of all written assessments.

1.1 Written assessments will be evidence based and aligned with those of governing bodies, such as the Medical Council of Canada's approach to assessments.

- All written assessments will follow a well-defined blueprint
- Multiple Choice Questions (MCQs) and Clinical Decision-Making Questions (CDMQs) will form the basis of the majority of written assessments
- Standardized question formats that have been shown to perform well will be used
- Questions will be created and reviewed in teams of two or more faculty members
- Questions and/or answers will not be released to students and clear processes will guide any student review of entire assessments or individual questions
- Immediately following each assessment, the Course Director, supported by psychometric experts will review the performance statistics of the assessment and questions. Post-test modifications based on this review will be made according to a well-defined process at the discretion of the Course Director.

1.2 Written assessments will be appropriate to the curriculum objectives of the course

1.3 Written assessments will be mapped and aligned across all assessment modalities (e.g. Workplace-Based Assessment), courses, and years of study in the MD Program

1.4 Written assessment process, standard and faculty resource documents will be in place for the standardized delivery of written assessments and the analysis of the results and be available for the following:

- Blueprinting principles (Foundations, Clerkship, Progress Test)
- Assessment timelines (Foundations, Clerkship, Progress Test)
- Question creation, review and approval (Foundations, Clerkship, Progress Test)
- Tagging (Foundations, Clerkship, Progress Test)
- Assessment assembly and delivery (Foundations, Clerkship, Progress Test)

- Post-test modification, approval and release of marks, report generation (Foundations, Clerkship, Progress Test)
- Editing of existing MCQs and CDMQs (Foundations, Clerkship, Progress Test)
- Posting of marks and Supplementary Student Feedback (Foundations, Clerkship, Progress Test)

1.5 Appropriate technologies to be used for the standardized delivery of written assessments and analysis of the results are:

- ExamSoft
- Tableau
- The Learner Chart

1.6 Security of the written assessment questions will not be compromised

- Question will be created, stored, and accessed via a secure test platform and will not be released to students
- Students will view an assessment security video at key points in their training, reminding them of the importance of acting professionally and with academic integrity
- Students taking an examination at a time different than their peers will be asked to sign an Attestation Form indicating that they have no prior knowledge of questions

1.7 As appropriate, students will be involved in guiding the WAS and the WAS and components therein will be communicated to them. A Communication Strategy will be created. Tools may include the following:

- Regular orientation of incoming students and again at key transitions (e.g. Start of Clerkship)
- Assessment FAQs
- Supplementary feedback FAQs
- Town Halls

## 2. Faculty will be appropriately supported in their assessment activities

2.1 Clear role expectations for those involved in assessments will be made available

- Role descriptions will exist for course directors, week leads, Foundations and Clerkship Committee members, progress test review members, educational assessment consultants

2.2 Recognition that reflects the required effort and time commitment will be provided to faculty involved in assessment activities

2.3 Appropriate administrative support will be provided to faculty for their assessment activities. Such support may be provided by the Clinical Department and/or the Office of Assessment and Evaluation. The roles and expectations of all administrative staff supporting assessments will be available.

2.4 Faculty Development, including a variety of accessible resources that are customized to the tasks of individual faculty/groups will be made available as appropriate. For example, in-person sessions, written guides, videos, and e-modules may be made available for each of the following tasks and customized to Foundations, Clerkship, and Progress Test:

- Writing MCQs and editing based on performance data for medical expert and non-medical expert-type questions
- Writing CDMQs and editing based on performance data
- Supporting the administration of written assessments (for department administrative assistants)

## 3. Written assessments will be monitored for continuous quality improvement