Assessment

[Boulet JR, Rebbecchi TA, Denton EC, McKinley DW and Whelan GP (2004) Assessing the written communication skills of medical school graduates. Adv Health Sci Educ Theory Pract, 9(1):47-60. PMID: 14739761 DOI: 10.1023/B:AHSE.0000012216.39378.15](https://www.ncbi.nlm.nih.gov/pubmed/?term=Assessing+the+written+communication+skills+of+medical+school+graduates.)

This is a study that investigates the reliability of the “patient note” exercise from the ECFMG Clinical Skills Assessment in evaluating graduates of international medical schools.

[Corcoran J, Downing SM, Tekian A and DaRosa DA (2009) Composite score validity in clearkship grading. Acad Med, 84(10 Suppl):S120-3. PMID: 19907372 DOI: 10.1097/ACM.0b013e3181b37009](https://www.ncbi.nlm.nih.gov/pubmed/19907372)

This is a study of the reliability of composite scores in assessing the performance of 3rd year medical students in a surgical clerkship.

[Donnon T, Al Ansari A, Al Alawi S and Violato C (2014) The reliability, validity and feasibility of multisource feedback physician assessment: A systematic review. Acad Med, 89(3):511-6. PMID: 24448051 DOI: 10.1097/ACM.0000000000000147](https://www.ncbi.nlm.nih.gov/pubmed/24448051)

This is a literature review supporting the value of 360-degree evaluations of physician performance from a multitude of specialties.

[Downing SM (2003) Validity: On the meaningful interpretation of assessment data. Med Educ, 37(9):830-7. PMID: 14506816](https://www.ncbi.nlm.nih.gov/pubmed/?term=Downing+SM+(2003)+Validity%3A+On+the+meaningful+interpretation+of+assessment+data.+Med+Educ%2C+37(9)%3A830-7.+PMID%3A+14506816)

This is a review of the concept of validity as it relates to assessment in medical education.

[Jelovsek JE, Kow N and Diwadkar GM (2013) Tools for the direct observation and assessment of psychomotor skills in medical trainees: A systematic review. Med Educ, 47(7):650-73. PMID: 23746155 DOI: 10.1111/medu.12220](https://www.ncbi.nlm.nih.gov/pubmed/?term=Tools+for+the+direct+observation+and+assessment+of+psychomotor+skills+in+medical+trainees%3A+A+systematic+review.+Med+Educ)

This is a review of the numerous tools available for the assessment of psychomotor skills in medical trainees.

[Ahmed K, Miskovic, D, Darzi A, Athanasiou T and Hanna GB (2011) Observational tools for assessment of procedural skills: A systematic review. Am J Surg, 202:469-80. PMID: 21798511 DOI: 10.1016/j.amjsurg.2010.10.020](https://www.ncbi.nlm.nih.gov/pubmed/?term=Ahmed+K%2C+Miskovic%2C+D%2C+Darzi+A%2C+Athanasiou+T+and+Hanna+GB+(2011)+Observational+tools+for+assessment+of+procedural+skills%3A+A+systematic+review.+Am+J+Surg%2C+202%3A469-80.+PMID%3A+21798511+DOI%3A+10.1016%2Fj.amjsurg.2010.10.020)

This is a review of several tools available for the assessment of procedural skills.

[Park YS, Zar FA, Norcini JJ and Tekian A (2016) Competency evaluations in the Next Accreditation System: Contributing to guidelines and implications. Teach Learn Med, 28(2):135-45. PMID: 26849397 DOI: 10.1080/10401334.2016.1146607](https://www.ncbi.nlm.nih.gov/pubmed/?term=Competency+evaluations+in+the+Next+Accreditation+System%3A+Contributing+to+guidelines+and+implications)

This is an analysis of evaluations of 142 Internal Medicine residents and their correlations to milestones reported to the ACGME.

[Tekian A and Norcini J (2016) Faculty development in assessment: What the faculty need to know and do. In “Assessing Competence in Professional Performance across Disciplines and Professions](https://link.springer.com/book/10.1007/978-3-319-30064-1).

This chapter is a descriptions of a faculty development workshop focused on assessment of trainees.

[Ten Cate O and Scheele F (2007) Competency-based postgraduate training: Can we bridge the gap between theory and clinical practice. Acad Med 82(6):542-7. PMID: 17525536 DOI: 10.1097/ACM.0b013e31805559c7](https://www.ncbi.nlm.nih.gov/pubmed/?term=Competency-based+postgraduate+training%3A+Can+we+bridge+the+gap+between+theory+and+clinical+practice.)

This is an editorial that describes the utility of entrustable professional activities (EPAs) and statements of awarded responsibility (STARs) in bridging the gap between competency-based education and clinical practice.