
 a place of mind
 THE UNIVERSITY OF BRITISH COLUMBIA
 Faculty of Pharmaceutical Sciences

UBC100

Performance assessment: Beyond the one-time high-stakes examination

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UBC use of performance assessment

- Performance assessment consists of:
 - Multiple low-stakes “practice exams” (distributed)
 - 12 data-points
 - Exam 1 (mid-term)
 - 9 stations over 15 days
 - Exam 2 (final)
 - 9 stations over 15 days

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Results

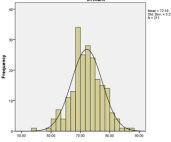
	# data points	Weight	Min	Max	Mean	SD	Reliab.
Distributed	12	30%	49	94	84	5.98	.61
Exam 1	9	20%	42	88	66	8.13	.59
Exam 2	9	50%	44	84	67	6.76	.57
Composite		100%	54	87	72	5.23	.67

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Composite: $K^2 = .947$, $SEM = 3.00$
 K^2 – squared error function index (Livingston,1972)



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Do we need all these?

One can do better with the “distributed” measures only, for the majority of the educational purposes!

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Performance assessment

- Working definition
 - Structured observation (marking) of authentic task performance (products)
- Common rules
 - Sufficient number of “stations”
 - Carefully selected and designed
 - Taken at approximately the same time
 - To be fair, students go through the same “stations”

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Performance assessment

- Logistics
 - Replications
 - Strict timing
 - “Secrecy”
- Given the large class sizes, the logistics combined with the three rules make the performance examinations’ cost almost prohibitive

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Redundant rules

- Sufficient number of “stations”
 - Carefully selected and designed
 - Taken at approximately the same time
 - To be fair, students go through the same “stations”
- Lessons from workplace-based assessment

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Exam 2	9	50%	44	84	67	6.76	.57
Composite		100%	54	87	72	5.23	.67

Composite: $K^2 = .947$; SEM = 3.00

Distributed: $K^2 = .977$; SEM = 1.04

Exam 2: $K^2 = .793$; SEM = 4.43

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