Improving How We Evaluate Students
"Your evaluation will be based on what you do in the next thirty seconds. Go!"
During this Session

We will talk about

- Linking Feedback to Evaluation
- Identifying what we are assessing
  
&

Practice using a tool to unify our process
Necessary but not sufficient

Guidelines for giving feedback

- Feedback should be undertaken with the student & teacher acting as allies, with shared goals
- Feedback should be well timed and expected
- Feedback should be based on first hand data
- Feedback should be regulated in quantity & limited to behaviors that are remediable
- Feedback should be phrased in descriptive and nonevaluative language
- Feedback should deal with specific performances, not generalities
- Feedback should offer subjective data, labeled as such
- Feedback should deal with decisions & actions; not assumed intentions or interpretations
## Necessary but not sufficient

### Guidelines for giving feedback

- Feedback should be undertaken with the student & teacher acting as allies, with shared goals
- **Feedback should be well timed and expected**
- **Feedback should be based on first hand data**
- Feedback should be regulated in quantity & limited to behaviors that are remediable
- Feedback should be phrased in descriptive and nonevaluative language
- Feedback should deal with specific performances, not generalities
- Feedback should offer subjective data, labeled as such
- Feedback should deal with decisions & actions; not assumed intentions or interpretations
So if our feedback is so good...
What gets in the way?

• Lack of time
• Differing Expectations
• Accuracy?
• Standard?
• Experience?
Set Expectations

- Set common goals
- Starting description
- How do you use feedback to determine the grade?
- Revisit expectations
- Revisit goals periodically
Biases

Cognitive bias is *distortion* in the way we perceive reality / information.
Halo/Devil Effect

Perception of a particular behavior or trait is positively or negatively influenced by the perception of previous unrelated positive/negative traits.
Primacy & Recency effect

- Primacy
- Recency

Likelihood of Remembering vs. Time
Grouping of Ratings

Dove/Hawk approach  Central Tendency
Spillover Effect
“A Pleasure to Work With” . . . but can we say more?

WRITTEN PERFORMANCE EVALUATIONS
OVERALL EVALUATION CATEGORY

Knowledge of Subject (Question 3 of 24 - Mandatory)

- NA
- 1
- 2
- 3
- 4
- 5

Data-Gathering Skills (Question 4 of 24 - Mandatory)

- NA
- 1
- 2
- 3
- 4
- 5

Clinical Reporting Skills (Question 5 of 24 - Mandatory)

- NA
- 1
- 2

"Meets Expectations" Student perception

Student perception
Despite very kind and thoughtful attempts, some written evals are not very useful . . .

“Very pleasant. Fun to work with”

“Exceeded expectations – bright and organized”

“Should work on presentation skills”

“Development of treatment plans will improve with experience”

“Continue to expand fund of knowledge”
“RIME” to “PRIME+”
A Tool for Writing Narrative Comments

<table>
<thead>
<tr>
<th>R</th>
<th>Reporter: obtain information, review the record, report coherently in oral and written form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Interpreter: interpret and synthesize the gathered data, prioritize problems, formulate differential diagnoses</td>
</tr>
<tr>
<td>M</td>
<td>Manager: develop diagnostic and therapeutic plans, manage aspects of care, perform simple procedures, manage one’s own time</td>
</tr>
<tr>
<td>E</td>
<td>Educator: Self-directed learning, accepting and responding to feedback, critical interpretation of medical literature</td>
</tr>
</tbody>
</table>
“RIME” to “PRIME+”
A Tool for Writing Narrative Comments

| P | Professionalism: previously assumed to be included in RIME system; here called out specifically given its importance |
| R | Reporter: obtain information, review the record, report coherently in oral and written form |
| I | Interpreter: interpret and synthesize the gathered data, prioritize problems, formulate differential diagnoses |
| M | Manager: develop diagnostic and therapeutic plans, manage aspects of care, perform simple procedures, manage one’s own time |
| E | Educator: Self-directed learning, accepting and responding to feedback, critical interpretation of medical literature |
| + | “Plus”: i.e., what to do next to improve and grow |
PRIME+ Narratives: Advantages

• Provides clear feedback to students
• Easier for site directors to aggregate faculty comments
• Course directors will edit less (your comments conveyed more directly to student)
• Stronger, more detailed narratives to support the students’ applications to residency (MSPE)

http://pediatrics.aappublications.org/content/133/5/766.full.html