

1. Develop a Master Plan for Assessment
 - Overarching structure/framework (competencies, EPAs, goals and objectives)
 - Reenvision formative and summative assessment as low and high stakes
 - Can you aggregate different assessments of same domain (e.g., SP encounters and direct clinical observation for communication skills.
 - Variety of assessment contents, mix of standardized and non-standardized methods, and modular and longitudinal assessment elements
 - “Subjectivity is *not* dealt with by removing professional judgment from the assessment process, for example, by over-structuring the assessment.”
2. Develop examination regulations that promote feedback orientation
 - Individual data points should be maximized for feedback, not pass/fail decisions
 - Linking every assessment to “points” or a grade focuses attention on test not learning
3. Adopt a robust system for collecting information
 - Not simply how it will be done but by whom, and what to collect. Make decisions in advance, assign responsibility, find ways to automate data collection
4. Assure that every low stakes assessment provides meaningful feedback for learning
 - Give out test results; detailed score reports; “educational prescriptions”; verbal feedback; narrative comments
 - **“providing good quality feedback will cost time and effort.”**
5. Provide mentoring to learners
 - Reflection for sake of reflection is not good; reflection as basis for discussion with mentor or guide can be useful
6. Ensure trustworthy decision making (some examples)
 - Assessment panel or committee to review progress
 - Use of narrative standards/milestones
 - Train committee members
7. Organize intermediate decision making assessments
 - The in between low and high stakes. When you have enough information that could be diagnostic of how they are doing, therapeutic for what might help, prognostic for what to expect.
- 8. Encourage and facilitate personalized remediation**
 - “Engage the learner in making decisions on what and how remediation should be carried out, supported by an experienced mentor. Ideally, remediation is made a responsibility of the learner who is provided with sufficient support and input to achieve this.”
9. Monitor and evaluate the learning effect of the programme and adapt.
 - Learners should be able to experience the impact of their critiques on the program.
10. Use the assessment process information for curriculum evaluation
11. Promote continuous interaction between the stakeholders
12. Develop a strategy for implementation