**Table 2. Principles of Assessment.**

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| **Goals of Assessment**  Provide direction and motivation for future learning, including knowledge, skills and professionalism  Protect the public by upholding high professional standards and screen out trainees and professionals who are incompetent  Meet public expectations of self-regulation  Choose amongst applicants for advanced training  **What to assess**  Habits of mind and behaviour  Acquisition and application of knowledge and skills  Communication  Professionalism  Clinical reasoning and judgement in uncertain situations  Teamwork  Practice-based learning and improvement  Systems-based practice  **How to assess**  Use multiple methods and a variety of environments and contexts to capture different aspects of performance  Organise assessments into repeated, ongoing, contextual and developmental programmes  Balance the use of complex, ambiguous, real-life situations requiring reasoning and judgement with structured, simplified and focused assessments of knowledge, skills and behaviour  Include directly observed behaviour  Use experts to assess expert judgement  Use pass-fail standards that reflect appropriate developmental levels  Provide timely feedback and mentoring  **Cautions**  Beware of the unintended effects of testing  Avoid punishing expert physicians who use shortcuts  Do not assume that quantitative data are more reliable, valid or useful than qualitative data |