ASSESSORS’ PERSPECTIVES ON INTERPRETATION OF AGGREGATED NARRATIVE ASSESSMENT DATA

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Objective
To explore how assessors process and bring meaning to narrative data written by others about student communication skills in OSCEs

Background
Increasing calls for the use of narrative data in assessment to substantiate judgments
Despite evidence of credibility, narrative data written by others is challenging to interpret

Methods
1. OSCE Writing Narrative Comments
2. Think Aloud
10 expert assessors review aggregated data
3. Between Case Analysis
Thematic analysis using each assessor as a case

Figure 1. Perspectives In Response to: “Took watch off in middle of interaction”

“I think some people get nervous…I think it was fine if the student maintained posture”
“So took the watch off? Anxious about the exam and not very focused can lose the attention from or rapport with the patient”
“I will assume it is removing someone’s watch, maybe that is what the examiner means”

Results
Assessors bring 3 perspectives to the data:
1. Student
2. Examiner
3. Professional
Assessors place themselves ‘in the shoes’ of their dominant perspective when interpreting comments

Conclusion
Assessors’ perspectives may be a source of variability in interpretation of performance data