



Development and use of assessment rubrics for interprofessional education at Memorial

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Purpose: Student assessment is an important part of the Interprofessional Education Skills Training (IPST) program, which includes students from the fields of medicine, nursing, pharmacy, social work, psychology and human kinetics and recreation. Demand was growing to provide more structured and comprehensive approaches to assessing student performance contributions beyond attendance records. In response, the Centre for Collaborative Health Professional Education (CCHPE) developed and piloted a series of assessment rubrics tailored to assess the quality of students' 1) active participation with IPE curriculum, 2) team presentation work, and 3) reflection assignments. **Methods:** Development of the three IPST assessment rubrics was informed by literature and best practices reviews. In an iterative process, draft rubrics were circulated for comment from experts in evaluation, assessment and IPE curriculum. Final rubrics were shared with students and used in IPST sessions to assess the quality of a) participation, b) projects (facilitator and student assessment), and c) reflection assignments. The use of the rubrics was evaluated with mixed-method feedback from facilitators. **Results:** In three IPE activities using the rubric, facilitators rated students' active participation as either good or excellent in between 95.4% and 100.0% of cases. Student team presentations and reflection assignments were also highly rated; where student teams also rated their peers using the same rubric, student ratings tended to exceed those of facilitators. In their feedback, facilitators described the rubrics as helpful and easy to use, with comfort levels increasing as they gained experience with students and the assessment process. Facilitators identified a shortage of time spent observing students and the inherent disadvantage for introverted students as factors that hinder valid and reliable assessments of active participation, and suggested that a professionalism dimension be added to the rubrics. **Conclusions:** The IPST rubrics have provided a greater level of transparency for the student assessment framework. The rubrics provide assessors a greater degree of objectivity and rigour and clearly communicate expectations to students participating in IPST. Feedback on the rubrics supported their clarity and utility. Challenges remain in consistently integrating rubric results into the assessment maps of participating programs, and training facilitators in their use.