**HKCA Examiners Performance Rubric**

Name of examiner: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of assessor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of examination: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Section of examination:

 Mock Exam

 Intermediate written examination  Intermediate oral examination

 Final written examination  Final oral examination  Final OSCE examination

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| --- | --- | --- | --- |
| Domain | Rating  | Feedback | Description |
| Knowledge |
| 1. Understanding of Curriculum
 |  |  | Examiner is able to blueprint questions against the curriculum and demonstrate in-depth understanding of the curriculum |
| 1. Familiarity with exam material
 |  |  | Examiner is able to consistently demonstrate good understanding of responsible exam topics, and is up-to-date with latest evidence and practice |
| 1. Familiarity with exam logistics
 |  |  | Examiner is able to demonstrate good understanding of the logistics of the running of the examination |
| Skills |
| **Written** |
| 1. Content of questions
 |  |  | Questions are clear, and relevant to the curriculum and/or clinical practice  |
| 1. Practicality of questions
 |  |  | Questions and expected answers are set in a way such that it is feasible for the candidates to answer in the allotted amount of time |
| 1. Marking scheme
 |  |  | The marking scheme is relevant, fair and can clearly differentiate candidates who are poorly fail, borderline fail, pass, or outstanding. Any college examiner can use the marking scheme to accurately assess candidates’ knowledge and performance |
| 1. Scoring
 |  |  | The scoring of the answers are based on the marking scheme, and are unbiased and reasonable |
| **OSCE** |
| 1. Content of questions
 |  |  | Questions are clear, and relevant to the curriculum and/or clinical practice  |
| 1. Practicality of questions
 |  |  | Questions and expected answers are set in a way such that it is feasible for the candidates to answer in the allotted amount of time |
| 1. Marking scheme
 |  |  | The marking scheme is relevant, fair and can clearly differentiate candidates who are poorly fail, borderline fail, pass, or outstanding. Any college examiner can use the marking scheme to accurately assess candidates’ knowledge and performance |
| 1. Conduct of OSCE – standardization
 |  |  | The conduct of OSCE is standard across all candidates, ranging from questioning technique, flow of OSCE station to timing |
| 1. Communication
 |  |  | Non-threatening and does not ask ambiguous questions; no inappropriate prompting of candidates, and does not collaborate to provide answers; clarifies ambiguous answers |
| 1. Scoring
 |  |  | The scoring of the answers are based on the marking scheme, and are unbiased and reasonable |
| **Oral** |
| 1. Content of questions
 |  |  | Questions are clear, and relevant to the curriculum and/or clinical practice  |
| 1. Practicality of questions
 |  |  | Questions and expected answers are set in a way such that it is feasible for the candidates to answer in the allotted amount of time |
| 1. Marking scheme
 |  |  | The marking scheme is relevant, fair and can clearly differentiate candidates who are poorly fail, borderline fail, pass, or outstanding. Any college examiner can use the marking scheme to accurately assess candidates’ knowledge and performance |
| 1. Conduct of oral examination – standardization
 |  |  | The conduct of oral examination is standard across all candidates, ranging from questioning technique, type of questions asked, and appropriate pacing to cover material  |
| 1. Communication
 |  |  | Able to establish rapport, is non-threatening and does not ask ambiguous questions; no inappropriate prompting of candidates, does not collaborate to provide answers; clarifies ambiguous answers |
| 1. Scoring
 |  |  | The scoring of the answers are based on the marking scheme, and are unbiased and reasonable |
| Professionalism |
| 1. Integrity
 |  |  | Follows the code of conduct of examiner’s and is unbiased |
| 1. Fairness
 |  |  | Demonstrates courtesy, fairness and non-discrimination towards all candidates and fellow examiners |
| 1. Feedback
 |  |  | Willingness to receive feedback, or even actively seek feedback, for continuous development of self and high standards for HKCA examinations |
| 1. Team player
 |  |  | Collegiate, positive attitude and ability to form excellent working relationships with fellow examiners and administrative staff |
| 1. Timely submission of exam material
 |  |  | Able to meet deadlines for submissions and responsive to enquiries from exam coordinators or college administrators |