

Publications About and/or Informed by CCLCM's Portfolio-based Assessment System

1. Colbert, C. Y., Bierer, S. B. (2022). The importance of professional development in a programmatic assessment system: One medical school's experience. *Education Sciences*, 12:220. <https://doi.org/10.3390/educsci12030220>
2. Torre, D., Schuwirth, L., Van der Vleuten, C., & Heeneman, S. (2022). An international study on the implementation of programmatic assessment: Understanding challenges and exploring solutions. *Medical Teacher*, 44(8):928-937. doi: 10.1080/0142159X.2022.2083487.
3. Torre, D., Rice, N. E., Ryan, A., Bok, H., Dawson, L. J., Bierer, S. B., Wilkinson, T. J., Tait, G. R., Laughlin, T., Veerapen, K., Heeneman, S., Freeman, A., & van der Vleuten, C. (2021). Ottawa 2020 consensus statements for programmatic assessment 2: Implementation and practice. *Medical Teacher*, 43:10:1149-1160, DOI: 10.1080/0142159X.2021.1956681
4. de Jong, L., Bok, H., Bierer, S. B., & van der Vleuten, C. (2021). Quality assurance in programmatic assessment. In *Understanding Assessment in Medical Education through Quality Assurance* (pp. 137-170). Editor: Cees van der Vleuten, PhD, Richard Hays, MD & Bunmi Malau-Aduli, PhD. New York, NY: McGraw Hill.
5. Schut, S., Heeneman, S. Bierer, S. B., Driessen, E., van Tartwijk, J., & van der Vleuten, C. (2020). Between trust and control: Teachers' assessment conceptualisations within programmatic assessment. *Medical Education*, 54(6):528-537. doi: 10.1111/medu.14075.
6. Bierer, S. B., Colbert, C. A., Foshee, C. M., French, J., & Pien, L. (2018). Tool for diagnosing gaps within a competency-based assessment system. *Academic Medicine*, 93(3):512. DOI: 10.1097/ACM.0000000000002060.
7. Schut, S., Driessen, E., van Tartwijk, J., van der Vleuten, C., & Heenemen, S. (2018). Stakes in the eye of the beholder: An international study of learners' perceptions within programmatic assessment. *Medical Education*, 52(6), 654-663. DOI: 10.1111/medu.13532.
8. Prayson, R. A., Bierer, S. B., & Dannefer, E. F. (2017). Medical student resilience strategies: A content analysis of medical students' portfolios. *Perspectives on Medical Education*, 6(1), 29-35. DOI: 10.1007/s40037-016-0313-1.
9. Bierer, S. B., & Dannefer, E. F. (2016). The learning environment counts: Longitudinal qualitative analysis of study strategies adopted by first-year medical students in a competency-based educational program. *Academic Medicine*, 91(11), S44-S52. DOI: 10.1097/ACM.0000000000001363.
10. Foshee, C. M., Mehta, N., Bierer, S. B., & Dannefer, E. F. (2016). A model for integrating technology into an assessment system: Building an e-Portfolio to support learning. In *Educational Technology: Challenges, Applications and Learning Opportunities*. Editors: Lijia Lin, PhD and Robert Atkinson, PhD. Hauppauge, NY: Nova Science Publishers. ISBN: 978-1-63485-760-4.
11. Harrison, C. J., Könings, K. D., Dannefer, E. F., Schuwirth, L. W., Wass, V., & van der Vleuten, C. P. (2016). Factors influencing students' receptivity to formative feedback emerging from different assessment cultures. *Perspectives on Medical Education*, 5(5), 276-284. DOI: 10.1007/s40037-016-0297-x.

12. Bierer, S. B., Dannefer, E. F., & Tetzlaff, J. E. (2015). Time to loosen the apron strings: cohort-based evaluation of a student-driven remediation model at one medical school. *Journal of General Internal Medicine*, 30(9), 1339-1343. DOI: 10.1007/s11606-015-3343-1.
13. Dannefer, E. F. (2013). Beyond assessment of learning toward assessment for learning: educating tomorrow's physicians. *Medical Teacher*, 35(7), 560-563. DOI: 10.3109/0142159X.2013.787141
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15. Dannefer, E. F., Bierer S. B., & Gladding S. P. (2012). Evidence within a portfolio-based assessment program: What do medical students select to document their performance? *Medical Teacher*, 34(3), 215-220. DOI: 10.3109/0142159X.2012.652241.
16. Altahawi, F., Sisk, B., Poloskey, S., Hicks, C., & Dannefer, E. F. (2012). Student perspectives on assessment: experience in a competency-based portfolio system. *Medical Teacher*, 34(3), 221-225. DOI: 10.3109/0142159X.2012.652243.
17. Bierer, S. B., & Dannefer, E. F. (2011). Does students' gender, citizenship, or verbal ability affect fairness of portfolio-based promotion decisions? Results from one medical school. *Academic Medicine*, 86(6), 773-777. DOI: 10.1097/ACM.0b013e318217e14b.
18. Bierer, S. B., Taylor, C., & Dannefer, E. F. (2009). Evaluation of essay questions used to assess medical students' application and integration of basic and clinical science knowledge. *Teaching and Learning in Medicine*, 21(4), 344-350. DOI: 10.1080/10401330903230980.
19. Bierer, S. B., Dannefer, E. F., Taylor, C., Hall, P., & Hull, A. L. (2008). Methods to assess students' acquisition, application and integration of basic science knowledge in an innovative competency-based curriculum. *Medical Teacher*, 30(7), e171-e177. DOI: 10.1080/01421590802139740.
20. Dannefer, E. F., & Henson, L. C. (2007). The portfolio approach to competency-based assessment at the Cleveland Clinic Lerner College of Medicine. *Academic Medicine*, 82(5), 493-502.

Examples of Assessment Forms

Problem Based Learning (PBL) Facilitator	https://portal.cclcm.ccf.org/cclcm/eportfolio/a_c2_assess.aspx?formid=326
Peer Feedback during PBL	https://portal.cclcm.ccf.org/cclcm/eportfolio/a_c2_assess.aspx?formid=324
Research Preceptor	https://portal.cclcm.ccf.org/cclcm/eportfolio/a_c2_assess.aspx?formid=231
Longitudinal Clinic Preceptor – End Course	https://portal.cclcm.ccf.org/cclcm/eportfolio/a_c2_assess.aspx?formid=358
Communication Skills Preceptor – End Course	https://portal.cclcm.ccf.org/cclcm/eportfolio/a_c2_assess.aspx?formid=231
Journal Club Assessor	https://portal.cclcm.ccf.org/cclcm/eportfolio/a_c2_assess.aspx?formid=312
Clerkship Director End of Rotation	https://portal.cclcm.ccf.org/cclcm/eportfolio/a_c2_assess.aspx?formid=214