

TOP 10 LEARNINGS FROM THE EQUITY IN MEASUREMENT AND ASSESSMENT CONFERENCE

The inaugural Equity in Measurement and Assessment Conference (EMAC) brought together measurement, assessment, medical education, and diversity, equity, and inclusion (DEI) experts to answer a central question within medical education assessment—how can we ensure that everyone, regardless of their background, has an equitable opportunity to demonstrate their knowledge and skills?

View some of our top takeaways from the conference below, and visit reassessesthefuture.org to learn more about how NBME is working to improve fairness in testing.



Experts from all backgrounds, including measurement and assessment, medical education, and DEI, should collaborate and continue to bring justice to medical education assessments, and we are all responsible for the solutions.



Leaning into difficult and uncomfortable conversations about bias and inequity in assessment is needed to enact change.



Assessments need to do more than simply avoid perpetuating negative bias—they must actively disrupt conventional stereotypes about historically marginalized populations.



Patient characteristics can be used as one way to combat bias in assessment by presenting patients in situations and scenarios that directly challenge these stereotypes.



Questions that don't specifically mention patient characteristics can still be biased, as authors often write through the lens of their own personal experiences.



Evaluating questions for bias isn't enough if the right people aren't in the room, which makes diverse representation on test development and review committees essential.



Although large language models, such as the one used by ChatGPT, show promise in advancing the test development process, they must be specifically designed and trained on appropriate databases to avoid bias.



Automated item generation has the potential to reduce bias in assessment by producing a high volume of questions with different variations of patient characteristics, but careful review of items is necessary.



Formative assessments are a critical component of supporting equitable practices, since they enable educators to provide tailored support for learners from different backgrounds.



Inviting learners to be co-creators in the process of developing assessments is a key component in establishing trust and ensuring fairness and equity.