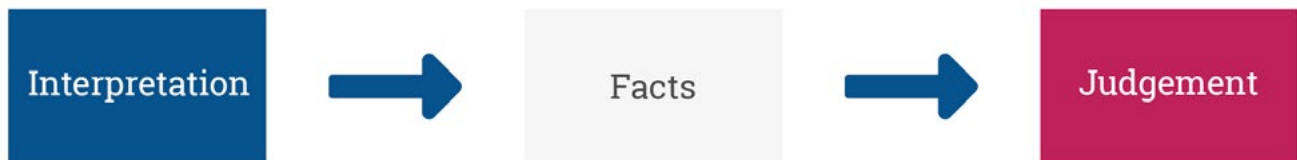


Interpreting with the purpose of making a judgement

Interpretation is the step that precedes the judgement made about the trainee's performance. (Contandriopoulos *et al.*, 2017; Fontaine & Loye, 2017)



Interpretation consists in **reading the facts that were gathered**, using various tools (Fontaine & Loye, 2017). The supervisor considers all of the information collected, including qualitative information (e.g. notes in his notebook or information provided by colleagues or patients) and quantitative information (e.g. grades awarded in evaluation grids) to conduct an in-depth analysis and make sense of this information.

Judgement is intimately linked to the interpretation step and it reveals the **progress in learnings** (the three levels of knowledge) and accounts for the **quality of the trainee's performance** (Legendre, as quoted by Fontaine & Loye, 2017).

It consists in forming a **conclusion** or an **opinion** about the acquired competencies. This opinion is not necessarily unanimous and it may happen that observers are not in agreement. To ensure more fairness and honesty, while avoiding disagreements, remember that a judgement must be **based on concrete facts** (De Ketele & Roegiers, as quoted by Soung, 2017; Le Petit Robert, n.d.).



Actually, the judgement reveals the progress made by the trainee, to better understand where he stands on his trajectory, and subsequently make informed decisions (Norcini & Zaidi, 2019; St-Onge, 2018).

The opinion formed about a trainee can be favorable or unfavorable. To come to an **objective judgement**, it is important to adopt two processes:

COMPARE your trainee's behaviours against placement objectives

Did he achieve his objectives? **Yes or no?**

Where does the trainee stand with regards to achieving the set objectives? Did he acquire the expected knowledge, know-how and self-management skills according to academic objectives, academic program requirements, and professional standards?

ANALYZE the gap between outcomes and objectives

Why did he not succeed as expected in progressing in his learnings?

How much time is left for him to achieve his objectives?

Is it sufficient for him to succeed?

Note:

The word "judgement" tends to imply a **value judgement**. The latter mostly applies when an opinion focuses on the personality of the individual who is being assessed or when it is not combined with a concrete example that supports it, which must be avoided during a trainee's assessment. Furthermore, in the context of an assessment, a judgement leads to decisions or actions to be taken in order to bridge gaps, which is not the case for a value judgement (Soung, 2017)