Policy Title: Assessment of Medical Student Performance

Policy Number: CU.09.03.170808

Applies to: Faculty of the Elson S. Floyd College of Medicine (ESFCOM) teaching in the MD program

Date: 8/8/2017

1.0 Policy Statement:
It is the ESFCOM policy that multiple modalities are to be used in assessment of the development of competencies in students matriculating in the Medical Doctor (MD) degree program, and that students and faculty are fully aware of assessment modalities and the assessment program.

2.0 Definitions
Formative assessments: A range of formal and informal procedures intended to modify (inform) teaching and learning to improve student attainment. Examples include, but are not limited to, group case activities, clinical skills sessions, self-assessment and coaching feedback.

Summative assessments: A measurement or procedure used at the end of an instructional period for comparison against a standard or benchmark. Examples include; final and midterm exams, oral presentations, quizzes, objective structured clinical examination (OSCE) and clinical performance assessments from multiple sources.

High stakes: Assessments used to make important decisions about students, used most for the purpose of accountability and competency.

Low stakes: Assessments that carry less significance individually but typically provide the student and educators important information about student progress. Cumulatively, low stakes assessments play in informative role in all high-stakes decisions.

Multiple Modalities: exams (institutionally developed, written/computer based), nationally normed subject-based exams, portfolio-based, self-assessment, participation and structured observation.

The Foundational science: curriculum is organized into integrated, multidisciplinary units, relating normal and abnormal structure, function and behavior with epidemiology, pathophysiology, prevention and treatment of disease, and health maintenance.

Clinical clerkships: follow the foundational science curriculum to provide a broad experience in clinical medicine.

3.0 Responsibilities
Associate Dean of Evaluation and Assessment
Evaluation and Assessment Subcommittee of the Curriculum Committee
Assessment Panel
4.0 Procedures

Multiple assessment modalities include; formative, summative, high stakes and low stakes. Grading is planned, coordinated, and integrated across all elements of the curriculum. The faculty are responsible for defining the specific content and learning modalities of each course and clerkship. Assessment of student performance is timely, includes formative and summative feedback and is provided by faculty who are familiar with the performance of the student.

1. Assessment of students’ progress in foundational sciences using multiple modalities are conducted by faculty. Modalities include, but are not limited to the following: exams (institutionally developed, written/computer based), nationally normed subject-based exams, portfolio-based assessment, self-assessment, participation and structured observation.

Students complete evaluations of faculty and all courses.

2. Modalities of clinical assessments include, but are not limited to, clinical documentation review, performance rating/checklist, portfolio-based assessment, institutionally developed simulation and workplace-based assessment (WBA). When determining a student’s final elective clinical experience grade, elective clinical experience assessment will include, at a minimum, narrative comments assessing both clinical competence and professionalism. Students’ completed assessments of clinical experiences will include assessments of preceptors, learning environment and sufficiency of appropriate patient experiences.

Evaluation and Assessment Subcommittee of the Curriculum Committee will be responsible for monitoring and recommending changes to assessments of objectives and will report these proposed changes to the Curriculum Committee.

Tracking of Assessments

All feedback to individual students and mandatory formative and summative performance assessments are tracked in the curriculum management software system. Medical students receive formative feedback by at least the mid-point of courses and clerkships of four weeks (or longer) duration. The reports are consolidated and provided to the stakeholders including the Dean, Course Directors, Clinical Campus Associate Deans and Clerkship Directors.

5.0 Related Policies

Clinical Supervision of Medical Student Policy

6.0 Key Search Words

Formative, summative, assessment, evaluations, elective clinical experience
### 7.0 Revision History

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**Responsible Office:** Senior Associate Dean for Student Educational Experience

**Policy Contact:** Associate Dean for Assessment and Evaluation

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