Policy Title: Grading Policy

Policy Number: CU.09.04.170815

Applies to: All Elson S. Floyd College of Medicine (ESFCOM) medical students and faculty

Date: 8/15/2017

1.0 Policy Statement:
It is the ESFCOM policy that assessment of medical students will align with learning objectives and grading will be fair and consistent with established WSU grading policies.

2.0 Definitions
Remediation: An academic activity to help students meet competency requirements.
Student Assessment Panel: A panel of teaching faculty charged with reviewing individual medical student assessment results, including both formative and summative assessment information, and recommending targeted remediation in the event a student is having difficulty achieving academic milestones and competencies.
Portfolio Coaches: Faculty who work with students on an individual basis to support the portfolio component of the curriculum. The portfolio coaches that work with the students in the pre-clinical years are referred to as Academic Portfolio Coaches and the portfolio coaches that work with the students in the clinical years are the Clinical Portfolio Coaches.
Satisfactory: A grade that indicates that the student has met expectations for all assessment elements of the course.
Incomplete: A grade that indicates that the student is unable to meet the requirements of the course, including to extenuating circumstances, e.g. illness or emergency, the student will work with Student Affairs, the Associate Dean of Curriculum and the Course Director to develop a suitable schedule for fulfilling course requirements.
Fail: A grade that indicates that the student was unsuccessful with remediation and therefore has not met the expectations of the course.
Assessment Element/Artifact: An individual assessment or assignment.
Assessment Component: A category of assessment, e.g. ESFCOM uses 5 categories for components: Written Exams, work-place based assessments (narrative), clinical assessments, course-based assignments, and portfolio-based assessments.

3.0 Responsibilities
Student Assessment Panel
Course Director
Office of Student Affairs
Portfolio Coach
Associate Dean Accreditation, Evaluation and Assessment
Associate Dean for Curriculum
Grading Policy 8/15/2017

Senior Associate Dean for Student Educational Experience

4.0 Procedures

Feedback:
- Teaching faculty will provide feedback on student interview and physical examination skills, presentations, and written assignments.
- Students will receive narrative feedback from faculty focused on their progress in achieving the goals of the course at multiple points during each course. Course performance may be discussed in the context of a student’s overall academic performance.
- Feedback is intended to provide specific guidance to students about their progress in achieving the goals of the MD program, including suggestions for upcoming courses.

Notice of Concern:
- Attending required sessions and uploading written assignments on time demonstrate professional responsibility.
- Students may receive a notice of concern for:
  - An unexcused absence for tutorials, small group sessions or workshops.
  - Uploading assignments late.

Grading:
- Grades of satisfactory/fail will be used in the pre-clinical years and grades of honors/satisfactory/fail will be used in the clinical years.
- A grade of incomplete can only be given in consultation with the Associate Dean of Curriculum.
- The following assessment components will be used to inform end of course grades for courses in the ESFCOM MD program: Written exams, workplace-based assessments (narrative assessments), clinically-based assessments (e.g. OSCEs), course-based assignments, and portfolio-based assignments.

Criteria for evaluation and grading:
To pass any course within the ESFCOM MD program, students must meet all of the following:
1. Attend and participate in all required sessions (unless absence is cleared ahead of time by the Course Director).
2. Complete all scheduled written assignments on time
3. Demonstrate professionalism in class and with patients, peers and faculty. All required assignments and activities will receive an individual P/F mark for professionalism.
4. Must achieve a minimum 70% overall performance for each assessment component. Students must pass each assessment component to pass the course. Failure to meet competency in any one assessment component will result in failure of the course. Each assessment component will contain zero-stakes, low-stakes and high-stakes assessment elements. Students will be required to complete all zero-stakes assessments, achieve an average grade of 70% across all low-stakes assessments and a minimum of 70% on each high-stakes assessment within each assessment component.
End of course grades will be determined by a Student Assessment Panel. The Student Assessment Panel will communicate the course grades and the recommended areas for targeted remediation to the Course Directors. Course Directors will work with the appropriate component directors to develop the remedial activity. The grades and any recommended remedial plans will then be communicated to the SEPAC by the Course Directors. Course Directors will be responsible for overseeing the remediation process. The final course grade will be reported by the Course Director the Registrar.

**Students who are having difficulty:**

If a student is not making satisfactory progress with skills, is not demonstrating appropriate standards of professional conduct, fails to complete any of the course requirements, and/or is accumulating a significant number of notices of concern, an internal notation of this is made. At the mid-point in each course, Course directors and Portfolio Coaches will receive a Progress Report from the Assessment Unity that outlines student performance within the course and includes a description of any notices of concern.

At the mid-course point, the Portfolio Coach will assess the progress of the student and assign a progress rating:

1. **Green** - student is doing well; any identified issues are minor and are resolved or expected to be resolved without further intervention.
2. **Yellow** - the student may be at risk for failing the course; there are ongoing concerns that require support, follow-up and monitoring.
3. **Red** - the student is considered at high risk of failing the course or for being required to leave ESFCOM.

If the student is considered at high risk, clear expectations of student performance may be formally delineated in a “Letter of Expectations” issued from the Course Director(s) and the Associate Dean Curriculum. In these circumstances, expectations are not negotiable if students wish to remain in the MD program.

When appropriate, these concerns may be communicated to the SEPAC in the context of discussing students’ overall performance. Persistent problems will be reflected in the student’s final evaluation for the course; which is sent to the Dean’s office.

**5.0 Related Policies**

N/A

**6.0 Key Search Words**

Grading, assessment, remediation, satisfactory, fail, incomplete

**7.0 Revision History**

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

**Policy Contact:** Associate Dean for Curriculum

**Supersedes:** N/A