Formative Assessment & Feedback Policy

*Educational Program Committee Approved: July 16, 2014
Educational Program Committee Last Revised: May 29, 2019*

Didactic Courses in Preclinical Years

All courses must provide formative feedback to students early enough to allow students sufficient time for remediation.

Each course must provide **graded formative feedback**. * Graded formative feedback includes feedback on any graded assignment, including quizzes.

Each course must also provide at least one of the following types of **ungraded formative feedback**:

- Practice problems with solutions
- Practice tests with solutions
- Teacher consultation

Students must receive **ungraded and graded formative feedback** to assess their progress in meeting a course’s goals while there is still sufficient time in the course to allow for changes in studying and approach to material. In practice, this means that both forms of feedback must be delivered to students while there are at least 2/3 of the overall course points remaining. Feedback must occur by at least the midpoint of the course.

Course/thread directors must be available to meet with students who have concerns about their performance in a course. They may refer certain students to the Learning Specialist. The Learning Specialist will assess student needs and refer the student, if indicated, to the appropriate resources, e.g., tutoring and/or meeting with their Advisory Dean. Students are responsible for following up with the referred resources.

Formative feedback practices must be described in each course syllabus; these will be reviewed by the Undergraduate Office of Medical Education (UME) and reported to the Educational Program Committee (EPC) as part of the syllabi review process each year.

*If a course is less than four weeks, formative assessment, both graded and ungraded, will be given by at least the midpoint of the course*

**Percent of Final Grade**
Formative assessment assignments (including quizzes, if any) will account for 20-30% of the final course grade in courses that are four weeks or longer.

**Required Clinical Clerkships**
All clerkships must provide mid-clerkship feedback to students. Residents should be encouraged to contribute to mid-clerkship feedback, however attending physicians are ultimately responsible for providing feedback and signing the mid-clerkship feedback form.

Mid-clerkship feedback must be delivered by the midpoint of a clerkship rotation or during a phase of the clerkship that will allow time for the student to make any adjustments or improvements prior to the end of the clerkship, if necessary.

Clerkship directors are required to review all clinical evaluations and meet with any student found to be at risk for failure based upon written feedback; this meeting should be used to develop an action plan to help the student improve his/her performance.

Mid-clerkship feedback practices must be described in each clerkship syllabus; these will be reviewed by the UME and reported to the EPC each year as part of the syllabi review process.

**Related LCME Element:**  
Element 9.7: Formative Assessment and Feedback

**Policy History**  
Approved: July 16, 2014  
Revised: August 6, 2014 - OME has been changed to UME.  
Revised: May 29, 2019 - Updated to better reflect LCME guidelines.