



I. POLICY

Formative Assessment and Feedback

II. PURPOSE

The purpose of this policy is to define the purpose and procedures of formative assessment in the Doctor of Medicine (MD) program at the Macon & Joan Brock Virginia Health Sciences Eastern Virginia Medical School at Old Dominion University (“EVMS”).

III. RESPONSIBLE PARTY AND REVIEW CYCLE

The Assessment, Learning Outcomes, and Evaluation (ALOE) team will review this document annually. The Medical Education Committee shall review this document as needed, with input from the Curriculum Policy Subcommittee.

IV. ACCREDITATION REFERENCES

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| LCME 9.7 | Formative Assessment and Feedback |
| SACSCOC 12.3 | Student Rights |
| SACSCOC 12.4 | Student Complaints |

V. DEFINITIONS

Formative Assessment: The systematic process of collecting, analyzing, and using information to support student development of the knowledge, skills, behaviors, and attitudes required of a physician.

Formative Feedback: Information communicated to a medical student in a timely manner that is intended to modify the student’s thinking or behavior in order to improve subsequent learning and performance in the medical curriculum.

Formal Formative Feedback: Formative feedback that is provided to the student and documented as part of the student’s educational record.

VI. DESCRIPTION

Required Formative Feedback and Assessment

Each student must be assessed and provided with formal formative feedback early enough during each required course and clerkship to allow sufficient time for remediation. Formal formative feedback occurs at least at the midpoint of the required learning experience. A course or clerkship less than four weeks in length must provide an alternate means by which students can measure progress related to the learning objectives.

Methods of Formative Feedback and Assessment

Formative assessments may take the form of a variety of mechanisms including, but not limited to: quizzes, practice tests, reflections, study questions, standardized patient encounters, in-person meetings, self-assessments. Feedback on assessments may include, but are not limited to the following:



- Oral
- Written narrative
- Individually tailored
- Group-based
- Whole-class
- Correct/Incorrect answer
- Sample/exemplar response
- Score
- Peer feedback

**Formal formative feedback may be oral, but must also be documented in a place that the student and Assessment, Learning Outcomes, and Evaluation Team can access.

Whether formal or informal, feedback is defined as information about a student's progress towards the learning objectives. Simply documenting completion of an activity is not considered formative feedback and is an insufficient form of assessment.

Formative Assessment and Grading

Because the goal of formative assessment is to help the student practice and improve their learning, it is preferable that these assessments not have points associated with them; however, failure to turn in a formative assessment or complete it in a timely manner will be addressed through the Professionalism and Expectations for Students' Professional Behaviors Policy.

Formative assessments should not account for more than 25% of the Applied Learning domain and must comply with the Clerkship Phase Assessment and Grading policy. Peer ratings or comments may not be used to calculate a score for a graded formative assignment.

Student concerns regarding feedback received on formative assessments may be addressed through the formal appeals process. Guidelines for formative narrative assessments are addressed in the Narrative Assessment policy.

Compliance Reporting

Faculty noncompliance with the policy should be reported via evaluations. Noncompliance can also be reported directly to the Assistant Vice Dean for Pre-Clinical Education for the Pre-clerkship Phase and the Assistant Vice Dean for Clinical Education for the Clerkship Phase.

VII. RELATED DOCUMENTS

Appeal and Complaint Procedures Policy

Clerkship Phase Assessment and Grading Policy

Narrative Assessment Policy

Pre-clerkship Phase Assessment and Grading Policy

Professionalism and Expectations for Students' Professional Behaviors Policy



VIII. HISTORY OF APPROVALS AND UPDATES

The following list documents policy approvals and updates by oversight authority, date, and summary of changes. This policy is housed on the MD Student Handbook webpage.

- On June 29, 2020, the Medical Education Committee approved the update to separate the policy from the MD Student Handbook and to reflect curricular changes.
- On May 27, 2021, the Medical Education Committee approved the update to the naming of the Professionalism and Expectations for Students' Professional Behavior policy.
- On May 11, 2022, the Medical Education Committee approved the update to the name of this policy, the addition of reflections as formative assessments, and the removal of the comment regarding the need for formative assessments in the Applied Learning domain for clerkships.
- On March 21, 2023, the Medical Education Committee approved the change in terminology from module to course to align with the curriculum redesign, and the removal of the specific LCME DCI for the definitions.