POLICY NAME: Formative Assessment and Feedback
Responsible Party: Office of Medical Education
Applies To CMED: ☑ Faculty ☑ Students ☑ Residents ☑ Staff ☑ Administration
Approval Date: Curriculum Committee 5/21/2014 – reviewed July 26, 2016
☑ Policy ☐ Procedure

POLICY

1. Although there may be variation across courses/clerkships in terms of implementation, it is required that formative assessment and feedback be provided to each student during the progression of each preclerkship course and on or near the midpoint of each required clinical clerkship hospital rotation and the Comprehensive Community Clerkship (CCC).

DEFINITIONS

1. Formative Assessments: consists of a variety of formal and informal assessments used by the instructors to improve student performance. These assessments are low stakes (i.e., do not count for a significant portion of the grade). Formative assessments can guide the faculty to improve their teaching and guide the students in identifying their strengths and weaknesses and targeting areas that need work.

2. Formative Feedback: helpful information provided to the student to address gaps in knowledge and areas of improvement in attitudes and skills that will improve his/her performance.

PROCEDURES

1. Identify the formative feedback method appropriate to the Year 1 and 2 course.
2. Provide students in Years 1 and 2 with information (i.e., quizzes, practice tests, faculty feedback, or practice items) that can be used to guide their progress in the course.

3. Students in small group settings must receive individualized verbal formative feedback from the faculty if the small groups are facilitated by the same faculty over a significant period of time.

4. Either written or verbal formative feedback must be provided to all students at, or near, the midpoint in all the Year 3 and 4 required clerkships. All clerkships will use the same feedback forms. Although an individual discipline may develop a different approach in delivering the formative feedback, the same process must occur at all sites within that discipline.

5. For the longitudinal Comprehensive Community Clerkship, a combination of written and verbal formative feedback will be provided at least once a month over its entire duration.

6. Feedback should be structured using the College of Medicine faculty development guidelines and provide specific actions for improvement.

7. Courses and clerkships will be monitored through end-of-course/clerkship evaluations to ensure consistent compliance with this policy.

8. Courses and clerkships are required to have 100% compliance with this policy.

9. The Year 1/2, Year 3/4 and Curriculum Committee committees will annually review each course/clerkship’s compliance with this policy and corrective actions will be taken for non-compliance.

CMED and CMU Partners reserve the right to make exceptions, modify or eliminate this policy and or its content. This document supersedes all previous policies, procedures or guidelines relative to this subject.