



NEW YORK MEDICAL COLLEGE

School of Medicine

TITLE: Student Assessment Policy for Medical Students in Required Courses and Clerkships: Formative and Summative Feedback		
EFFECTIVE 7/1/15	REVIEWED:	REVISED:

I. POLICY:

It is the policy of the NYMC School of Medicine that beginning in the 2015-2016 academic year all course and clerkship directors must comply with the following:

All courses or clerkships must provide students with:

- Formal formative feedback early enough during each required course or clerkship four or more weeks in length to allow sufficient time for remediation. N.B. Any course or clerkship less than four weeks in length will provide alternate means by which a medical student can measure his or her progress in learning.
- Final grades within six weeks of the end of a course or clerkship.

II. PURPOSE: The LCME requires that all students receive formative and summative feedback on his/ her performance during any course/ clerkship.

III. SCOPE

- Course and Clerkship Directors
- Teaching faculty, including graduate students, residents who participate in the teaching and evaluation of medical students
- Medical Students

IV. DEFINITIONS:

Assessment method vs. Assessment/Feedback:

The **assessment method** is the tool used to generate the feedback. The results or product of utilizing one of these tools is the **feedback**. In this context, the format of the feedback determines the type of assessment. The method of assessment does not strictly dictate the type of assessment a student will receive.

Examples of assessment methods: quiz, NBME examination, laboratory, small group session, directly observed clinical observations, written reflections and assignments,



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oral presentations, observed structured clinical examination (OSCE), structured mid-course/clerkship feedback forms, etc.

Formative vs. Summative Assessment:

The goal of **formative assessment** is to *monitor student learning* to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments:

- help students identify their strengths and weaknesses and target areas that need work
- help faculty recognize where students are struggling and address problems immediately

The goal of **summative assessment** is to *evaluate student learning* at the end of an instructional unit by comparing it against some standard or benchmark.

V. POLICY AUTHOR(S)

- Office of Medical Education

VI. RELATED POLICIES:

- Narrative Assessment Policy

VII. PROCEDURE(S):

- As described in the policy

VIII. REFERENCES:

LCME Standard 9: Teaching, Assessment, and Student and Patient Safety: A medical school ensures that its medical education program includes a comprehensive, fair, and uniform system of formative and summative medical student assessment and protects medical students' and patients' safety by ensuring that all persons who teach,



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supervise, and/or assess medical students are adequately prepared for those responsibilities.

LCME Standard 9.7: Formative Assessment and Feedback

A medical school ensures that each medical student is assessed and provided with formal formative feedback early enough during each required course or clerkship four or more weeks in length to allow sufficient time for remediation. Formal feedback typically occurs at least at the midpoint of the course or clerkship. A course or clerkship less than four weeks in length provides alternate means by which a medical student can measure his or her progress in learning.

LCME Standard 9.8: Fair and Timely Summative Assessment

A medical school has in place a system of fair and timely summative assessment of medical student achievement in each course and clerkship of the medical education program. Final grades are available within six weeks of the end of a course or clerkship.

IX. TYPE OF POLICY: Education and Curriculum

X. APPROVALS:

- First and Second Year Committee
- Third and Fourth Year Committee
- Education and Curriculum Committee

XI. POLICY MANAGEMENT

- Responsible Executive: Dean of the School of Medicine
- Responsible Officer: Senior Associate Dean for Medical Education
- Responsible Office: Office of Undergraduate Medical Education

ACCEPTED AND AGREED TO:

June 9, 2015

D. Douglas Miller, M.D., C.M., M.B.A.

Date