

# Creighton University School of Medicine

## Medical Education Program Policies

POLICY: Formative Assessment Policy

GOVERNING BODY: Educational Program Committee

APPROVAL DATE: 7/23/2019

REVISED DATE: N/A

LCME ACCREDITATION STANDARD REFERENCE: Element 9.7 Formative Assessment and Feedback

### PURPOSE

The purpose of this policy is to:

- A. describe the requirement for formative assessment and feedback of medical student performance by the mid-point of courses.
- B. describe the importance of formative assessment in students' development and improvement.

### DEFINITIONS

*Formative Assessment:* A formal or informal assessment (e.g., faculty evaluation, quiz, practice exam, formal self-assessment, etc.) used by an instructor to improve students' performance, helping students identify their strengths and weaknesses and focus on areas that need work.

*Formative Feedback:* Constructive and specific information communicated to a medical student in a timely manner that is intended to modify the student's thinking or behavior to improve subsequent learning and performance in the medical curriculum.

The goal of formative assessment and feedback is to provide frequent and on-going feedback to improve students' learning and performance. Because the emphasis is on improvement, formative assessments should not count for a significant portion of a student's grade, and they do not appear on a student's Medical School Performance Evaluation (MSPE). Information generated from a formative assessment can be used when giving students formative feedback.

### POLICY

The Medical Education Program requires course directors (or a faculty designee) to provide formative assessment to each student at a minimum on or near the midpoint of each required course.

### PROCEDURE

The course director (or a faculty designee) is responsible for:

- A. ensuring students are provided with formative assessment of their performance and identifying the most appropriate formative assessment method (e.g., quizzes, practice questions, faculty evaluation, formal self-assessments, etc.) based on the learning objectives of the course.
- B. being available for students to solicit additional feedback regarding their performance.

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- C. seeking an exception to this policy, if appropriate, by submitting an explanation to the Educational Program Committee describing why formative assessment is not possible in the course.

Narrative formative assessment will be provided by faculty whenever faculty-student interaction permits (review the Narrative Assessment Policy for additional information).

For the formative assessment policy relevant to the Horizontally Integrated Disciplines, review the Horizontally Integrated Discipline Assessment Policy.

Compliance will be monitored by the Director of Program Assessment and noncompliance will be reported to the Educational Program Committee.

### **SCOPE**

All courses and all course directors within the medical education program.

### **ADMINISTRATION AND INTERPRETATION**

The Educational Program Committee is responsible for the administration of this policy. Please forward questions to the Chair of the Educational Program Committee.

### **AMENDMENT**

This policy may be amended by majority vote of the School of Medicine Medical Education Program Educational Program Committee.