I. POLICY
Formative Feedback and Assessment

II. PURPOSE
The purpose of this policy is to define the purpose and procedures of formative assessment at Eastern Virginia Medical School (EVMS).

III. RESPONSIBLE PARTY AND REVIEW CYCLE
The Director of Assessment and Associate Dean for Educational Assessment and Evaluation 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
LCME 9.7   Formative Feedback and Assessment
SACSCOC 12.3   Student Rights
SACSCOC 12.4   Student Complaints

V. DEFINITION(S)
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 his or her subsequent learning and performance in the medical curriculum" (2020-21 LCME Data Collection Instrument, p 146).
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 module, course, and clerkship to allow sufficient time for remediation. Formal formative feedback occurs at least at the midpoint of the required learning experience. A module, 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, 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 Educational Assessment 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 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 Student's Professional Behavior Policy.

The Clerkship Phase typically has a limited number of assignments, requiring the use of formative assessments to compute a grade for the Applied Learning domain. 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 formative feedback 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 POLICIES AND/OR REGULATIONS
Clerkship Phase Assessment and Grading Policy
Narrative Assessment Policy
Professionalism and Expectations for Student's Professional Behavior 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, 021, the Medical Education Committee approved the update to the naming of the Professionalism and Expectations for Students' Professional Behavior policy.