



TITLE OF POLICY

Student Assessment Policy

PURPOSE AND SCOPE

This policy establishes the forms of assessment employed to assess individual student achievement of the school's competencies and enabling competencies.

RESPONSIBLE PARTY AND REVIEW CYCLE

The Education Committee reviews and approves the policy as needed.

LCME REFERENCE(S)

LCME 9.4: Assessment System

LCME 9.5: Narrative Assessment

LCME 9.7: Formative Assessment and Feedback

HISTORY OF APPROVALS AND UPDATES

Approved by CMPC February 10, 2005

Approved by Dean Golden March 8, 2005

Approved by Education Committee November 14, 2011

Approved by Education Committee June 18, 2012

Approved by the Education Committee, June 30, 2013

Approved by Education Committee February 10, 2014

Approved by Education Committee July 20, 2015

Approved by Education Committee January 2019

POLICY

The UNC School of Medicine develops and establishes competencies and enabling competencies, representing the core knowledge, skills, and behaviors that all students must achieve. In order to evaluate student mastery of these competencies and enabling competencies, the school employs a variety of assessment methods in each phase of the curriculum. Instructors select the most appropriate method to evaluate students, ensuring there is a combination of formative and summative assessments. Review and approval of assessment methods utilized across the phases of the curriculum is the responsibility of the respective phase committees and the Education Committee. Student assessment methods within each phase of the curriculum include but are not limited to written, oral, and other performance-based assessments.

Related school policies include:

- Student Advancement and Degree Requirements Policy



- Foundation Phase Grades and Remediation Policy
- Foundation Phase Exam Policy
- Application Phase Grades Policy
- Individualization Phase Grades Policy
- Educational Accommodations Policy
- Fair and Timely Summative Assessments and Grades Policy

Foundation Phase

Each course within the Foundation Phase uses a variety of assessment methods that include, but are not limited to, school-created multiple choice examinations and quizzes, NBME multiple choice examinations, problem sets, clinical skills encounters, oral examinations, oral presentations, simulations, written assignments, discussion groups, and laboratory activities.

- **Formative Assessment:** Students receive midcourse feedback in all courses of the Foundation Phase according to the courses' selected competencies. Formative assessment includes narrative comments from instructors and/or quantitative performance data, which is recorded in the school's evaluation system. Students can access these comments via the evaluation system. Students in the Medical Science Courses also complete, share, and discuss peer evaluations.
- **Summative:** Students receive summative narrative assessment and grades in all courses in the Foundation Phase, abiding by the Foundation Phase Grades and Remediation Policy and Fair and Timely Summative Assessments and Grades Policy. Summative narrative course comments and grades are recorded in the school's evaluation system, which the student can access. Each course's summative grade and select summative comments are included in the Medical Student Performance Evaluation.

Application Phase

Each course within the Application Phase uses a variety of assessment methods that include, but are not limited to, school-created multiple choice examinations and quizzes, NBME shelf examinations, common assessment forms completed by preceptors, Objective Structured Clinical Examination (OSCE), oral examinations, oral presentations, simulations, written assignments, and discussion groups.

- **Formative Assessment:** Students can view ongoing preceptor feedback as it is completed and posted in the school's evaluation system during the course. Additionally, students receive scheduled, face-to-face midcourse feedback in all courses of the Application Phase conducted by the course directors or their designee. The focus of the formative feedback are competencies evaluated on the common assessment forms completed by preceptors. Additional topics addressed in the midcourse feedback meeting include progress on clinical log and inquiries about mistreatment and duty hours. Formative assessment includes narrative comments from course directors based on preceptor feedback and/or quantitative performance data, which is recorded in the school's evaluation system. Students can access these comments via the evaluation system.
- **Summative:** Students receive summative narrative assessment and grades in all courses within the Application Phase, abiding by the Application Phase Grades Policy and Fair and Timely Summative Assessments and Grades Policy. Summative narrative course comments and grades are recorded in the school's evaluation system, which the student can access. Each course's



summative grade and select summative comments are included in the Medical Student Performance Evaluation.

Individualization Phase

Each selective and elective within the Individualization Phase uses a variety of assessment methods that include, but are not limited to, common assessment forms completed by preceptors, clinical cases, oral examinations, oral presentations, written assignments, and discussion groups.

- **Formative Assessment:** Students receive midcourse feedback in all courses of the Individualization Phase in scheduled face-to-face meetings with a student's preceptor. The focus of the formative feedback are competencies evaluated on the common assessment forms completed by preceptors. Additional topics addressed in the midcourse feedback meeting include inquiries about mistreatment and duty hours. Formative assessment includes narrative comments from preceptors, which is recorded in the school's evaluation system. Students can access these comments via the evaluation system.
- **Summative:** Students receive summative narrative assessment and grades in all selectives and electives in the Individualization Phase, abiding by the Individualization Phase Grades Policy and Fair and Timely Summative Assessments and Grades Policy. Each course's summative narrative comments and grades are recorded in the school's evaluation system, which the student can access. Each course's summative grade and select summative comments are included in the Medical Student Performance Evaluation.