



#### **TITLE OF POLICY**

Application Phase Summative Assessment and Grading Standards Policy

#### **PURPOSE AND SCOPE**

The purpose of this policy is to establish assessment and grading standards for Application Phase. This policy applies to all campuses.

#### **RESPONSIBLE PARTY AND REVIEW CYCLE**

Application Phase Committee reviews the policy annually or as needed, and Education Committee approves it.

#### **LCME REFERENCE(S)**

LCME 9.6: Setting Standards of Achievement  
LCME 9.9: Student Advancement and Appeal Process

#### **HISTORY OF APPROVALS AND UPDATES**

Approved by Application Phase Committee and Education Committee March 2019  
Approved by Application Phase Committee and Education Committee August 2021  
Revised and approved by the Application Phase Committee May 2023  
Revised and approved by the Application Phase Committee November 2024  
Approved by the Education Committee November 2024  
Approved by the Education Committee October 2025

#### **DEFINITION(S)**

NA

#### **POLICY**

All courses at every campus adhere to the following assessment standards. Core assessments and corresponding percentages for a course remain the same across campuses.

Grades and all assessments utilize a criterion cut-off for passing. The criteria were established by an Assessment Task Force and reviewed by the Application Phase and Education Committees.

### Categories of Assessments

The final grade must consist of assessments that fall in the following categories and are given the weights listed:

Category	Minimum Criteria	Weight
NBME	60	20%
OSCE	70% on each case	40%
Common Assessment Form	Competent in each domain	30%
Professionalism	Minimum – no ‘does not complete’	10%
Administrative Tasks/ Writing	Completion	0%

### Course Committee

Each clinical course has a committee composed of site directors and course directors. The committees meet once per course (every 8 weeks) to assess student performance deficits, build consensus on final course grades, and work to ensure educational comparability across campuses. Representation from each campus is required at the meeting.

### Final Grade Assignment and Narrative

The scale for final course grades is Honors/High Pass/Pass/Fail. These grades are assigned using the following guidelines.

- Grade Cut-Off Scores
  - 90% or Greater = Honors
  - 85% - 89.9% = High Pass
  - 72% - 84.9% = Pass
  - Less than 71.9% = Fail
- Grades will be rounded to the nearest tenth.
- In order to receive a grade of Pass a student must achieve the following:
  - Meet the passing criterion set for each element.
  - If a student does not meet the criterion for passing, they are permitted 2 additional attempts before a grade of fail is administered. A grade of ‘incomplete’ will be administered until a final grade is established.
  - The grade is calculated based on the original score achieved. For example, in the case of an NBME shelf failure, the student will need to retake the Shelf test. If the student receives a sufficient score on the repeat exam, the clerkship grade will be calculated based on the original test score. The student may still be eligible for honors if the remaining calculations delineate a final score in the honors range.
  - If a student does not meet the minimum criteria for Professionalism, the student is ineligible for honors.

- To support professional growth, students must consistently demonstrate professional behavior throughout the course. Repeated or serious lapses in professionalism may lead to a failing grade after holistic review by the Grading Committee. Additionally, completing all clinical and written assignments by the last day of the course is required to earn a passing grade.
  - If a student has an 'incomplete' for any course, they cannot progress to Individualization Phase.
- During the course students must bring any concerns about grading on to the attention of the course directors within 15 business days of receiving their score. After this time period scores on individual assessments cannot be changed.

Summative narrative comments should include general comments on student performance as well as specialty-specific comments to include in the Medical Student Performance Evaluation (MSPE).

The course committee will review performance of all students and decide by consensus if a student requires remediation or is not meeting course competencies. Students who fail will be required to retake the full course.

The shelf exam score is used to calculate the final course grade.

- Failure on the shelf exam will be defined based on not achieving the minimum criteria.
- The failure of the NBME shelf attempt is noted in the Medical Student Performance Exam (MSPE) "For Deans Letter" comments in the school's evaluation system.
- A plan for making up missed shelf exams or remediating failed shelf exams is developed on an individual basis for each student. All makeup shelf exams will be scheduled on pre-determined makeup days.
- The course director is responsible for notifying the student of an exam failure. The course director will track exam failures and incomplete course grades and ensure completion of students.
- If a student's final course grade is an F and this includes a shelf exam failure, the course grade is submitted as an F immediately. Shelf exam remediation is not required to finalize the grade, since remediation will not alter the final course grade calculation. Shelf exam remediation will occur with the course remediation.
- If a student fails or delays two shelf exams or fails one and delays one, strong consideration should be given to discontinuing Application Phase until remediation can occur. However, once a student has initiated a block, they will not be withdrawn for shelf exam failures unless on a voluntary basis.

- For students who fail a shelf exam twice, clinical remediation is recommended for the course material covered on the shelf exam (content at the discretion of the course directors). If a student takes a shelf exam for the third time and fails again, they will receive a grade of F for the course, and the course committee will recommend that the student retake the entire course. The recommendations of the Student Progress Committee may override course committee recommendations.

#### OSCE:

- Any student not receiving competency on an OSCE case will need to work with course leadership and their advisor to schedule a time to retake the same OSCE case. This will need to be done when the OSCE is already being given but need not be at the same campus.
- Students will receive an incomplete for a grade until they retake the case and achieve competency
- Students can retake the case twice. If they do not meet competency after the second retake, they have a failure for the course
- Final grades will be computed using the initial score on the

#### OSCE Common Assessment Form:

- Any student who does not receive competency on each element of the Common Assessment Form will be reviewed by the Course Grading Committee. Students who do not achieve competency for each element are at risk for failing the course or needing remediation.
- Remediation will likely consist of an additional 2-4 week clinical experience scheduled at the end of Application Phase
- Final grades will be computed using the initial score on the CAF

#### Professionalism:

- Any student who does not achieve competency on each element of the Professionalism Assessment Form will not be eligible for Honors.
- Final grades will be computed using the initial score on the Professionalism Assessment Form
- If a student does not achieve competency in more than one course, this will be noted on the MSPE (Dean's Letter) and a result in a referral to the Student Progress Committee (SPC)

Clinical Preceptor forms must be submitted so that the release of final grades does not exceed 28 days after the last day of the course.