Assessment System: Foundational Phase Quiz Grading

Rationale

Medical schools must ensure that each medical student is assessed and provided with formal formative feedback early enough during a required course or clerkship. One of the ways in which this is accomplished is through weekly blended exams for the foundational phase of the curriculum. These quizzes were added as low stakes assessments to provide information to students on their strengths and weaknesses and allow them to target areas that need additional work. The quiz performance can also provide information to the course directors and faculty members about how well their teaching of specific content was understood by the learners. The formative weekly blended quizzes promote timely studying of content and spaced repetition facilitates long-term retention of knowledge. Additionally, these quizzes were implemented to identify opportunities for the course director or Office of Student Development and Academic Counseling (OSDAC) to provide learning assistance and support.

A quiz grading workgroup was established to reach consensus on standardization of quiz administration and grading. This policy reflects their recommendations.

Scope

The Standard Operating Procedure (SOP) applies to all medical student weekly formative blended quizzes administered in the foundational phase of the curriculum at Brody School of Medicine (BSOM). Courses in the foundational phase of the curriculum that have 50% of the final course grade determined by multiple choice testing must participate in the student weekly formative blended quizzes and thus this policy will apply to all these courses.

Definitions

BSOM: Brody School of Medicine
ECC: Executive Curriculum Committee
CD: Course director
MCQ: multiple-choice questions, written in the single best answer format used by the NBME
Quiz: a low stakes MCQ assessment
Formative assessment: a low stakes assessment that provides students and faculty data on strengths and weaknesses of student understanding of the content taught.
Blended quiz: a quiz that incorporates content from multiple courses in the curriculum.

Standardization of Quizzes

1. Quizzes should be graded using points. The purpose of the points is so that each question will be counted equally regardless of the number of questions on the quiz. The
course director can covert points into percentages to fit into their grading scale, if they choose to do so.

2. Quiz grades should not be dropped in the foundational phase.
3. Quizzes should be weighted 10-20% of the final grade for courses in the foundational phase of the curriculum.
4. Each hour of lecture covered on a quiz should have between 1 and 4 questions.
5. Quizzes should be comprised of a mix of recall and application questions.
6. Each course should report the mean and standard deviation for quizzes throughout the foundational year.
7. Student performance on quizzes should not be released in quartiles, however, if an individual student requests that information, it should be made available.
8. Cut off times for material to be covered on the quiz should be as follows:
   a. Friday quizzes should not have material on the quiz past Wednesday at 5PM.
   b. Monday quizzes should not have material on the quiz past Friday at 5PM.
   c. The CD can change these dates if they provide the information to the entire class at least one week in advance.
9. If a student misses a quiz for an excused absence, the Office of Medical Education will schedule with a student a time to make up the quiz within a week’s time. Make up dates for quizzes will be Tuesdays and Thursday afternoons between 1-5 pm.

Responsibilities

There are several key stakeholders involved in the testing process. Listed below are each key stakeholder, along with their expected responsibilities and time frame for completion.

Executive Curriculum Committee
- Responsible for oversight of quiz grading in the foundational phase.

Course Director
- Block Planning
  o Responsible for ensuring the correct information regarding quizzes is in the syllabus, including the percent/points for quiz grading.
  o Responsible for following the Assessment System: Quiz Grading procedures mentioned in the SOP.

Medical Students (Examinees)
- Students are responsible for reviewing the mean and standard deviation of each quiz to determine how they are performing in comparison to their peers.
- Students can ask the course directors for their performance based upon quartiles.

Procedures for Implementation and Review

This procedure is reviewed and approved by the Curriculum Committees, including the Executive Curriculum Committee, M1 Curriculum Committee, and M2 Curriculum Committee every three years.
This procedure is disseminated by the Office of Medical Education to students and teaching faculty/administration.

**Applicable Laws, Regulations & Standards**

- LCME Standard 9, Element 8
- LCME Standard 3, Element 5