

2020-2021 M4 STUDENT ASSESSMENT AND EVALUATION

Thank you for your time and dedication to providing assessment of student performance during their elective experience. Please note, there were changes to the evaluation form and grading for this academic year. The evaluation form now includes the following ratings for each scored question:

Rating	Score	Criterion
0	Does not count against student	Not Observed
1	50%	Varies by question
2	70%	
3	85%	
4	100%	

Ratings are averaged to calculate an overall score at the bottom of the evaluation form. If the score is $\geq 69.5\%$, the form will automatically report an “Honors.” If it is $< 69.5\%$, the form will automatically report a “Fail.” Due to COVID-19, this academic year, students who earn an overall score $\geq 69.5\%$ will receive an “Honors” unless there are professionalism concerns reported. Professionalism concerns may be reported via the evaluation form. If concerns are reported, the final grade will be determined based on the number and severity of the concerns.

Please do not include written comments about the student’s final grade (e.g. Amelia was above average and should receive a high pass). Discrepancies between the student’s final grade (as determined by our grading system) and written comments will result in a delay in posting grades. We will need to return the evaluation for revision before the final grade can be reported on the transcript.

GUIDANCE FOR SUBMISSION OF GRADED ELECTIVE FORM

- Only 1 elective evaluation form is allowed for grading.
- Course directors (or designee) are encouraged to complete the elective evaluation form **within 1 week** of the rotation ending to help EVMS meet accreditation requirements. Please note: Evaluations not received within 6 weeks of the rotation ending can put us out of compliance with our accreditation and will be escalated to academic leadership and the department chair.
- Comments and feedback provided in the form should also be communicated verbally to the student whenever possible.
- Course directors should share formative feedback with the student, focused on specific areas for improvement, especially if the student is not performing at a “70%” or higher.
- Any concerns about a student should be shared with both the student and the Associate Dean for Clinical Education (Dr. Brooke Hooper; hooperAB@evms.edu) as soon as possible in order to facilitate remediation and help ensure future success.

BIAS IN ASSESSMENT

The subjective nature of assessment introduces bias that can negatively or positively affect grades. Stereotypes based on specialty interest, gender, race, ethnicity, sexual orientation, weight, and others may influence perceptions of student performance. Assessment bias is a legitimate concern that can have real consequences for students (e.g. grading, residency competitiveness). Minimizing bias can improve the validity of our assessments and ensure we are making accurate judgments about student competency relative to the learning objectives.

Improving Fairness in Assessment:

- Familiarize yourself with the elective evaluation from prior to working with the student
- Share your expectations with students you work with early on
- Provide equitable opportunities for students to demonstrate their knowledge and skills
- Consistently document behaviors during the experience, focusing on positive behaviors as well as providing constructive ideas on opportunities to improve.
- Check in with students to see how they think they are doing relative to the criteria outlined on the elective evaluation form; this can help you better understand their performance and provide more targeted feedback
- Group-based evaluations and/or informal feedback from colleagues may help provide a more holistic picture of student performance.
- When completing the evaluation form, assign ratings based on patterns of performance rather than a single incident.

It is preferable to include statements that identify specific knowledge, skills, and attitudes the student demonstrated. Below are two frameworks you might use to describe student performance.

Feedback-Focused Framework	Example
1) Overall impression of the student’s performance on the health care team and/or working with patients	Ciara worked well with patients.
2) Specific examples (aligned to evaluation criteria) to support your impression	She offered to break bad news to a patient diagnosed with type 2 diabetes and a family whose son was pronounced brain dead after a car accident.
3) If the student struggled, how they responded to feedback.	It was great to see her progress so quickly. The first time she delivered bad news, she used some medical jargon, making it difficult for her to connect with the patient. I gave her feedback and saw her practicing the SPIKES protocol with her classmates. Her practice paid off and I could see patients were more receptive to her approach.
a) Where the student is in his/her training AND/OR b) Next steps in medical training	Ciara is able to perform many clinical duties (e.g. H&P and patient counseling) with limited supervision. She was an asset to the team!
KSA Framework	Example
1) Knowledge	Mark did an excellent job of formulating management plans for patients—even for complex ones.
2) Skills	His oral presentations were organized (HPI, PMH, PROS, etc), detailed, accurate, and easy to follow.
3) Attitudes	Mark was a great addition to the team. He took initiative and was a great role model to the M3 students.