Policy Title:
Formative Assessment and Feedback Policy

Background:
The University of New Mexico School of Medicine ensures that each medical student is assessed and provided with formal formative feedback, as determined by the course or clerkship directors, early enough during each required course or clerkship four or more weeks in length to allow sufficient time for remediation. A course or clerkship less than four weeks in length provides alternate means by which a medical student can measure his or her progress in learning. Formative assessment and feedback is helpful information provided to the student to address gaps in knowledge and areas of improvement in attitudes and skills that will improve his/her performance.

Policy:
- Although there may be variation across courses/clerkships in terms of implementation, it is required that formative assessment and feedback be provided to each student during the progression of each Phase I course and on or near the midpoint of each required clinical clerkship in Phase II and Phase III.
- Formative assessment and feedback may be formal or informal and of low stakes (i.e., does not count for a significant portion of the final grade).
- Examples of formative feedback include but are not limited to: quizzes, practice questions, audience response system questions, midpoint clerkship evaluations, feedback from preceptors and others.
- Students in small group settings must receive individualized verbal or written formative feedback from the faculty if the small groups are facilitated by the same faculty member over a significant period of time.
- Students who have failed an exam or major assignment are required to communicate with the appropriate Block/Clerkship Director or member of OARS. This will be to determine the potential reasons the student was not successful and make appropriate adjustments.

Responsible Office:	Office of Undergraduate Medical Education
Approving Body:	SOM Curriculum Committee
Date of Revision:	5/31/17
Scope:	Medical Students, Faculty and Staff