

UC Riverside, School of Medicine Policies and Procedures**Policy Title:** Policy for Defining the Degree of Stakes of Assessments and Required Student Improvement Plans in Courses**Policy Number:** 950-06-039

Responsible Officer:	Senior Associate Dean for Medical Education
Responsible Office:	Office of Medical Education
Origination Date:	07/2022
Date of Revision:	08/18/2022, 01/18/2024
Scope:	Administration, Faculty, Students

I. Policy Summary

The score from an assessment (e.g., test, quiz, oral exam, OSCE, etc.) can be used to give feedback to students (e.g., formative assessment); and/or to confirm that sufficient learning or competency has been achieved by the student to meet required quality standards and to enable the allocation of a letter or numerical grade or promotion to a new level (e.g., summative assessment).

An assessment can have different consequences and responsibilities for the student, course director, and medical school depending on how the results are used. The next section establishes these consequences and responsibilities.

The purpose of this policy is to define the degree of stakes of assessments in courses, and to establish a system with required improvement plans for students linked to those stakes.

The Definitions section establishes these consequences and responsibilities.

II. Definitions**A. Definition of No, Low, Medium and High-Stakes Assessments**

Degree of Stakes	Definition	Weighting Toward Overall Course Grade	Improvement plan for poor/failing performance	Responsibility for outcome*
No Stakes	Assessment is scored strictly for student feedback only.	None	Encourage student self-reflection	All students should use results as feedback for learning & growth.
Low Stakes[#]	Assessment is scored mostly for student feedback and has minor impact on a	A single assessment which is worth >0 – 10% of	1 low stakes assessment in course: Encourage student self-reflection	All students should use results as feedback for learning & growth.

Degree of Stakes	Definition	Weighting Toward Overall Course Grade	Improvement plan for poor/failing performance	Responsibility for outcome*
	student's overall course grade.	total course grade. -OR- Multiple low stakes assessments which together are worth >0 – 25% of total course grade.	³ 2 low stakes assessments in a course: Remediation is required (see column to right)	Student not passing 1 low stakes assessment in course: Student should use results as feedback for learning & growth. Students not passing 2 low stakes assessments in a course: Student must meet with the Director of the Office for Student Success to formulate remediation plan.
Medium Stakes[#]	Assessment is scored for student feedback but also has moderate impact on a student's overall course grade.	A single assessment which is worth 26 – 49% of total course grade. Two medium stakes assessments added together up to be worth ³ 50% of the total course grade and together would be considered high stakes.	³ 1 medium stakes assessment in course: Remediation required (see column to right)	All students should use results as feedback for learning & growth. Student not passing 1 medium stakes assessment in course: Student must meet with the Director of the Office for Student Success to formulate remediation plan.

Degree of Stakes	Definition	Weighting Toward Overall Course Grade	Improvement plan for poor/failing performance	Responsibility for outcome*
High Stakes[#]	Assessment is scored for student feedback but also has major consequences for the student (e.g., major basis of a course grade or decision for level promotion).	A single assessment which is worth 50% to 75% of total course grade. No single high stakes assessment can be worth >75% of the total course grade.	³¹ high stakes assessment in course: Remediation required (see column to right)	All students should use results as feedback for learning & growth. Students not passing ³¹ high stakes assessment in course: Student must meet with the Director of the Office for Student Success to formulate remediation plan. If the student marginally passes (e.g., normally a score $\leq 79\%$) the high stakes assessment, the student must meet with the Director of the Office for Student Success to formulate remediation plan.

If a director requires a passing score of any low or medium stakes assessment(s) to pass the course, that assessment is officially considered a high stakes exam. Furthermore, assessments with large standard deviations can cause the weight of that assessment toward the final grade to be more than intended. All course assessment rubrics must be reviewed initially (and again if any changes are made) by the Assessment and Evaluation Team and approved by the Pre-Clerkship Curriculum Subcommittee before the start of each course every academic year.

III. Policy Text

See Policy Summary and Definitions sections.

IV. Related Information

LCME Element 9.7 Formative Assessment and Feedback

Policy For Required Developmental Assessment Plans For All Pre-Clerkship Courses (950-06-001)

Approvals:

MEDICAL EDUCATION COMMITTEE (08/18/2022)

<p>DocuSigned by: <i>Pablo Joo</i> 1299E31510D447A...</p> <hr/> <p>PABLO JOO., MD, SENIOR ASSOCIATE DEAN, MEDICAL EDUCATION SCHOOL OF MEDICINE</p>	<p>1/30/2024 11:57 AM PST</p> <hr/> <p>DATE</p>
<p>DocuSigned by: <i>Paul Hackman</i> BC5CF44DC0494EA...</p> <hr/> <p>PAUL HACKMAN, J.D., L.L.M. CHIEF COMPLIANCE AND PRIVACY OFFICER, SCHOOL OF MEDICINE</p>	<p>1/29/2024 8:24 AM PST</p> <hr/> <p>DATE</p>
<p>DocuSigned by: <i>Deborah Deas</i> 870C12B416E84CB...</p> <hr/> <p>DEBORAH DEAS, M.D., M.P.H VICE CHANCELLOR, HEALTH SCIENCES DEAN, SCHOOL OF MEDICINE</p>	<p>1/31/2024 3:15 PM PST</p> <hr/> <p>DATE</p>