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

<table>
<thead>
<tr>
<th>Degree of Stakes</th>
<th>Definition</th>
<th>Weighting Toward Overall Course Grade</th>
<th>Improvement plan for poor/failing performance</th>
<th>Responsibility for outcome*</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Stakes</td>
<td>Assessment is scored strictly for student feedback only.</td>
<td>None</td>
<td>Encourage student self-reflection</td>
<td>All students should use results as feedback for learning &amp; growth.</td>
</tr>
<tr>
<td>Low Stakes#</td>
<td>Assessment is scored mostly for student feedback and has minor impact on a</td>
<td>A single assessment which is worth &gt;0 – 10% of</td>
<td>1 low stakes assessment in course: Encourage student self-reflection</td>
<td>All students should use results as feedback for learning &amp; growth.</td>
</tr>
<tr>
<td>Degree of Stakes</td>
<td>Definition</td>
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| **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 ≥50% of the total course grade and together would be considered high stakes. | ³1 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. |

³2 low stakes assessments in a course: Remediation is required (see column to right)  
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.
<table>
<thead>
<tr>
<th>Degree of Stakes</th>
<th>Definition</th>
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<th>Improvement plan for poor/failing performance</th>
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</table>
| 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. | 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 ≤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.

* For Y1 and Y2 classes, the lowest quiz score is dropped when formulating the final grade for the block course. Dropping the lowest quiz does not change the quiz failure criteria indicating the need for a remediation planning meeting between the student and the Office of Student Success.

### 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)

DocuSign Envelope ID: 0C833AAA-5B1B-42BE-80CF-3D7DC65A52B8

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Policy Number: 950-06-039

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