

CR Assessment Task Force

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Assessments within a foundational block:

- **Intra-block**
 - **Formative assessments**
 - Minimum one per week with substantial feedback
 - Examples – practice quizzes (with rationale), self-assessments, pre-reading questions, consolidation questions, assignments (non-graded), IODs (anatomy, imaging, and NSB), practice practicals (anatomy and imaging), flashcards (histology), U-World questions
 - **Summative assessments**
 - For quizzes (and other kinds of summative assignments), preferred method of delivery is online/weekend
 - Block leaders can choose if they want to offer open-note quizzes
 - Use different names/tags for different types of quizzes to set clear expectations for students
 - Closed-note quizzes – timed and more direct questions
 - Open-note quizzes – more problem-solving, integrated questions
 - Blocks should have flexibility to schedule ONE in-person mid-term exam
 - Provides additional form of feedback; helps in grade distribution
 - Exam time will come out of the allocated content delivery time
 - Optional review session could be scheduled on the Friday prior
 - These assessments are encouraged to be cumulative for the block (and for the curriculum as opportunity presents)
 - Different types of assessments (not just MCQs) and are encouraged – refer to the table shared by CRLT
 - **Narrative assessments**
 - Narrative feedback is desirable earlier within the block
 - Have the same students in a group for a block; student groups should change between blocks
 - Use a template for feedback that aligns with the Likert scale used in advanced clinical years
 - Examples of sessions that can generate narrative feedback/assessment – PBL, SIM, core small group sessions, conferences
 - It would be important to consider longitudinal monitoring of learner progression for skills assessed

- **End-of-the block assessments**
 - **Block-final**
 - Should comprise 60-80 MCQs
 - Time available is 9-11am; time allocated per question is 90-120s
 - Cumulative for the block (and for the curriculum as opportunity presents)
 - Preferably in person, proctored
 - Consistent assessment information should be provided for students (consider creating a template)
 - Students can view their exam grade by the end of the day along with NBME grades, not at submission
 - In case Monday of the exam week is a holiday:
 - Exam is rescheduled on Tuesday morning
 - Focused retest is preferred online on Saturday/Sunday; Friday of the same week or Monday of the next week could be options – block directors will have the flexibility to work with the students for scheduling (within the options indicated above)
 - **NBME**
 - Shorter for the earlier blocks and longer as the curriculum progresses
 - Cumulative for the curriculum
 - Yes, but only a certain percentage (\approx 10-20%)
 - Select questions that integrate knowledge from previous blocks
 - Preferable to have some connections (even if it is indirect) to the current block
 - Preferably in person (along with in-house block final exams), based on current status and availability
 - Reconsider in 12 months (to assess then available resources)
 - In case Monday of the exam week is a holiday:
 - Exam is rescheduled on Tuesday afternoon