**Proposed policies for retest, remediation, and deceleration:**

For quick reference, here’s our proposed calendar, assessment week, and assessment model:





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| --- | --- | --- | --- |
| **Assessments** | **When**  | **Type**  | **% Grades**  |
| Quizzes  | Intra-block  | MCQ, FITB, SAQ, Essay  | 15-20  |
| Anatomy Lab  | Intra-block  | Practical  | 5-10 |
| Assignments  | Intra-block  | MCQ, SAQ, Essay  | 10-15  |
| Engagement (in required sessions)  | Intra-block  | Participation  | 5-10  |
| Clinical   | Intra-block  | Competency  | 5-15 |
| Others (PBL, TBL, CBL, etc.) | Intra-block | Participation, iRAT, gRAT (tRAT) | 5-10 |
| Block Final Exam  | End-block  | MCQ, FITB, SAQ  | 30-40  |
| NBME Exam | End-block  | MCQ  | 5\* |

\* considered for being incorporated into longitudinal assessments

**Explanation of terms used: -**

**Block Final Exam** – end of block exam designed by block leaders; results available on the same day

**NBME Exam** – customized shelf exams designed by NBME (national board of medical examiners)

**WIN time** – what I need time

**Focused retest** – retesting for eligible students on Friday of the assessment week on failing the block; targeted to the student need

**Full retest** – retesting over summer (for 1st year blocks) or before entering clerkship (for 2nd year blocks) on failing focused retest for a block, covers entire block content

**Remediation** – retaking a block next academic year with subsequent class of students

**Deceleration Model:**

* Fail a block on Monday of the assessment week → focused retest on Friday of the assessment week for eligible students (see below for eligibility criteria)
	+ Passing the block final exam is not a requirement to pass the block (refer to table above for percentage block grades), however, block final score should be within 2 SD of mean to pass the block
* Fail focused retest on Friday of the assessment week → full retest over summer (for 1st year blocks) or before entering clerkship (for 2nd year blocks)
	+ Fail focused retest exam for a block on Friday → allowed to move forward with new blocks with INCOMPLETE grade until summer (for 1st year blocks) or before entering clerkship (for 2nd year blocks) → full retest of the block over summer (for 1st year blocks) or before entering clerkship (for 2nd year blocks)
* Fail full retest of the block → get an NCR for the block → remediate the following year
	+ BSAEB to determine if this is a full-year remediation, or based on the blocks and student record if this can be specific blocks
* On failing focused retest for a second block during one calendar year (i.e. either P1 through GI or CVS through endocrine/reproductive) → stop progress, might audit or utilize professional development option → remediate the following year
	+ BSAEB to determine if this is a full-year remediation, or based on the blocks and student record if this can be specific blocks

Note: we discussed several options when remediating the following year:

* retake an entire year after a leave of absence
* retake an entire year after staying enrolled in a professional development course for the remainder of that initial year including relevant CAA experiences
* begin professional development option (5th year) at time of curriculum pause and restart coursework at the time the failed coursework begins in the subsequent year

**Proposed Eligibility Criteria for Focused Retest:**

* On failing a block on Monday (e.g. ≤75% of block grade), a student will be eligible for focused retest on Friday of the assessment week if their:
	+ Block grade is within 2 standard deviations of the mean (SDM), **AND**
	+ Score on the block final exam is within 2 SDM, **AND**
	+ Score on the NBME exam is within 2 SDM

(percent-score is available soon after completion of NBME – can still be graded by 8 pm of Monday of the assessment week)

\*Note that the focused retest is individualized to the student’s area(s) of weakness as defined by all assessments in the block.

**NBME:**

* Would count as 5% of the block grades (scores scaled by SOM)
* Partly cumulative – 5-10% questions would assess content from previous blocks
* Scores on these exams would help early identification of students who struggle with standardized tests; intervention would be planned at strategic points during the curriculum