



## **I. POLICY**

General Assessment and Evaluation Principles

## **II. PURPOSE**

The purpose of this policy is to define the purpose and procedures of academic assessment and evaluation for the Doctor of Medicine (MD) program at the Macon & Joan Brock Virginia Health Sciences Eastern Virginia Medical School at Old Dominion University (“EVMS”).

## **III. RESPONSIBLE PARTY AND REVIEW CYCLE**

The Assessment, Learning Outcomes, and Evaluation (ALOE) team will review this document annually. The Medical Education Committee shall review this document as needed, with input from the Curriculum Policy Subcommittee.

## **IV. ACCREDITATION REFERENCES**

LCME 8.2	Use of Medical Education Program Objectives
LCME 8.5	Medical Student Feedback
LCME 9.6	Setting Standards of Achievement
LCME 9.8	Fair and Timely Summative Assessment
LCME 11.5	Confidentiality of Student Educational Records
LCME 11.6	Student Access to Educational Records
SACSCOC 12.3	Student Rights
SACSCOC 12.4	Student Complaints

## **V. DEFINITIONS**

**Assessment:** The systematic use of a variety of methods to collect, analyze, and use information to determine whether a medical student has acquired the competencies (e.g., knowledge, skills, behaviors, and attitudes) that the profession and the public expect of a physician.

**Evaluation:** The systematic use of a variety of methods to collect, analyze, and use information to determine whether a program is fulfilling its mission(s) and achieving its goal(s).

**MD Phase Expectation:** a course or clerkship academic assignment, approved by the Medical Education Outcomes Subcommittee (MEOS), that students must complete in accordance with the Professionalism and Expectations for Students’ Professional Behaviors Policy. The academic assignment meets criteria specified as part of the MEOS review.

**MD Phase Requirement:** a course or clerkship academic assignment, approved by MEOS, that students must complete to be eligible to receive a minimum passing grade; the academic assignment meets one or more of the following criteria: (1) aligns with accreditation standards, (2) supports medical education outcomes reporting, (3) supports accreditation reporting needs, and/or (4) prepares students for future assessments in the curriculum.

## **VI. DESCRIPTION**

### **General Assessment Principles**

Candidates for the MD degree must demonstrate the requisite knowledge, skills, and attitudes outlined in the medical education program objectives. They must also demonstrate the judgment necessary for the safe and effective practice of medicine. Students are regularly assessed during their training, both with regard to their academic performance and their professional development.

Assessments are based on the goals and objectives of the curriculum and will serve the following purposes:

- Provide early detection of unsatisfactory or marginal performance in order to assist students to meet acceptable academic standards, or if necessary, to redefine educational and career goals.
- Document distinguished performance in a manner that benefits students' further educational and career planning.
- Certify students for graduation by documenting and ensuring students have the knowledge, skills, attitudes, and judgment essential for the practice of medicine.
- Document institutional progress toward educational goals and objectives and provide the information necessary to modify and strengthen the curriculum.

### **Holistic Assessment of Medical Students**

The MD program uses a holistic assessment approach to recognize EVMS students' individual achievements when applying for residencies. Holistic Assessment creates formal recognition of skills, experiences, and attributes that are highly valued by EVMS. See the Holistic Assessment of Medical Students Policy for more details.

### **Assessment Methodology**

Standards of acceptable performance should be communicated to students at the beginning of each course, clerkship, and elective. Students may also need to meet specific program requirements (e.g., United States Medical Licensing Examinations [USMLE]) to progress in the curriculum. Student success in meeting these standards will inform student progress decisions (e.g., USMLEs, Clinical Skills Assessment, professional conduct, etc.).

In support of students' preparation for the USMLEs, written examinations are comprised of multiple-choice questions written by the National Board of Medical Examiners (NBME).

Clinical Skills Assessments (CSAs) will be administered during multiple phases of the curriculum to ensure students have the requisite skills outlined in the medical education program objectives (MEPOs). For the CSA, the following domains may be used to assess student performance: Clinical Reasoning, Communication, Cultural Humility, Data Gathering (History-Taking and/or Physical Exam, Hypothesis-Driven History and Physical Exam).

When feasible, standardized assessment instruments are used across learning experiences to measure achievement of common objectives.

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**Program, Faculty, and Student Responsibilities for Assessment**

Multiple entities at EVMS have a role in the implementation of successful assessment practices. The Medical Education Committee (MEC) is responsible for the following:

- Approving Pre-clerkship and Clerkship Phase syllabi for academic experiences reported on the transcript.
- Developing and regularly reviewing an integrated curriculum that meets medical education program objectives and the standards of the Liaison Committee on Medical Education (LCME).
- Reviewing all courses and clerkships on a regular basis to determine effectiveness and ensure a quality experience for students and faculty.
- Reviewing elective courses and threads to determine effectiveness and ensure a quality experience for students and faculty.
- Developing an integrated assessment system that gives the student an opportunity to build on strengths and correct weaknesses, particularly in relation to skills that are common to several disciplines (e.g., problem-solving and physical examination skills).
- Providing regular review of the guidelines for assessment and program evaluation, in consultation with Medical Education.
- Providing a systematic, legally acceptable appeals process for reviewing a student's failure to meet the institution's academic and/or professional standards.

The Medical Education Outcomes Subcommittee (MEOS) is responsible for the following:

- Contributing to the development of the medical education outcomes assessment and evaluation plan and report.
- Approving MD Phase Requirements and Expectations to be included in syllabi.

Assessment, Learning Outcomes, and Evaluation (ALOE) is responsible for the following:

- Reporting medical knowledge exam scores.
- Facilitating timely submission of grades.
- Verifying final course and clerkship grades in consultation with the course or clerkship director in accordance with the MEC approved syllabus.
- Approving course and clerkship final grades prior to their transfer to the Student Information System (SIS).
- Notifying program leadership if grades are at-risk of not posting in a timely manner.
- Preparing the Medical Student Performance Evaluation.

The course or clerkship director is responsible for developing and overseeing the assessment process for students for that particular experience. The syllabi must outline the assessment and grading expectations. These responsibilities are outlined in the Roles and Responsibilities documents, which are approved by MEC.

Students are responsible for the following:

- Obtaining the written goals, objectives, standards of acceptable performance, and assessment policy for each required academic experience reported on the transcript
- Upholding academic integrity of assessments.



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- Complying with assessment instructions and procedures established by the institution. Reviewing their performance results posted in the learning management system, eValue, and the Student Information System for accuracy and notifying ALOE of any discrepancies.
- Seeking faculty assistance and complying with specific requirements to correct unsatisfactory or marginal performance.
- Initiating the appeals process if there are grounds to do so as outlined in the Appeals and Complaints Procedure Policy.
- Completing required evaluations.

**Examination Administration Procedures**

The Testing Center is responsible for administering medical knowledge summative exams for the School of Medicine. Examination sessions administered in the Testing Center are recorded.

Examination procedures may be subject to change at any time. Students will receive written notification of any changes to the published guidelines. Failure to adhere to all testing center procedures and expectations for behavior will be addressed according to the Professionalism and Expectations for Students' Professional Behaviors Policy and the Attendance of Academic Responsibilities Policy. An unexcused absence for the original and make-up of the same exam will result in a zero (0) on that exam.

Students will not be permitted to ask questions about exam content during the examination. For Testing Center exams, students will be provided with a laminated sheet during the examination for notes and calculations. Students may not write on these sheets until the exam has begun. These sheets must be returned to Testing Center staff prior to exiting the testing room.

If a student encounters irregularities with their exam or their approved accommodations during the exam administration, they must immediately alert Testing Center staff. They are encouraged to inform the supervising faculty (e.g., Course Director, Clerkship Director) following the exam; similarly, if a student experiences an irregularity in testing during a Clinical Skills Assessment or Standardized Patient (SP) Assessment, they should alert the SP educator (or designee) and the supervising faculty (e.g., Director of Clinical Skills, Clerkship Director). Students with accommodations are also encouraged to reach out to the Director of Student Disability Services. Technical difficulties and/or other irregularities in testing that result in a request for a retest will be addressed through the Appeal and Complaint Procedures Policy. If a retest is approved, the retest score will be reported for grading purposes.

**Reporting of Assignment and Examination Scores**

Assignment and exam grades will be regularly updated so students may assess their standing. Any challenges to an academic decision must follow the Appeal and Complaint Procedures Policy. If an error was made in calculating scores or grades, the student will be allowed to keep



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the higher score or grade (e.g., earned or incorrectly calculated) if (1) the calculation error was not identified within 120 days of being reported, and (2) the student did not originally earn a score below competency on the impacted assignment or domain.

In the event of an assignment or exam failure, the most recent score, up to the minimum passing score, will be reported for resubmissions or retests. Students who have demonstrated competency (minimum passing score) on any assessment are not eligible to retest or resubmit an assignment for a higher grade unless there is an exceptional circumstance that has been approved by the MD Appeals Subcommittee. In the event that a request for re-evaluation in accordance with the Appeal and Complaint Procedure Policy is approved by the MD Appeals Subcommittee, the most recent score will be reported for grading purposes.

**Reporting of Assignment and Examination Scores (Remediation)**

If a student fails and remediates a course, their earned assignment and examination scores will be recorded in the learning management system.

**Reporting of Final Grades**

MD Grade Designations

Where applicable, performance in domains (i.e., Applied Learning, Clinical Evaluation, Medical Knowledge, and Professionalism) is used to determine the overall final grade. Only the overall final grade is reported on the transcript. The MD program uses the following grade designations depending upon the grading system for the academic experience:

- Fail
- Pass
- High pass
- Honors
- Fail/Pass
- Fail/High pass
- Fail/Honors

If there is an exceptional circumstance beyond a student's control that significantly disrupts EVMS academic operations and negatively impacts student performance, a special designation may be used on the transcript with approval from MEC and the Registrar.

A "Withdraw" may be assigned to students enrolled in the academic experience if there is an exceptional circumstance that results in the student not being able to complete the course, clerkship, or elective within the same academic year. This designation must be approved by the Vice Dean for Academic Affairs (or designee). For Pre-clerkship Phase, a "Withdraw" must be reviewed by the Assistant Vice Dean for Preclinical Education. For Clerkship or Elective Phases, a "Withdraw" must be reviewed by the Assistant Vice Dean for Clinical Education. If a student has completed all requirements of a course, clerkship, or elective, or failed due to not meeting competency in one or more domains, they are not eligible for a "Withdraw."

An "Incomplete" is a temporary notation indicating that a grade could not be determined by the time grades were due because the student had not completed all requirements for a



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course, clerkship, or elective. An “Incomplete” may be given in the event of illness or other exceptional circumstances, which made it impossible for the student to complete the required course work. Failure to complete course work on time will result in a “Fail,” unless an exception is granted by program leadership. Requirements include activities and assessments listed in the domain-based grading table and the MD Phase Requirements section of the syllabus. The “Incomplete” designation should be avoided when possible. An “Incomplete” not addressed by the date set becomes a grade of “Fail.” A student with two “Incompletes” on their transcript will not continue with future coursework until they have resolved both incompletes.

Final grades must be released to students within six (6) weeks of the final day of the course or clerkship. The information posted in the SIS is the single source of information for maintaining and reporting student performance data. Results posted on any other sites or locations are not considered officially reported scores. ALOE will enter the overall final grades into the learning management system and release them to the Registrar’s office for transfer to student transcripts.

A “Fail” may be reported if a student failed one or more domains prior to completing all the requirements (e.g., Clinical Evaluation, Medical Knowledge, Professionalism).

### **Reporting Remediation Grades**

If a student fails a course, clerkship, or elective and is allowed to remediate, they will be expected to maintain standards for professional behavior as outlined in the Professionalism and Expectations for Students’ Professional Behaviors Policy throughout the remediation period. Recurrent professionalism infractions and/or an egregious professionalism concern may result in the student not being allowed to continue their remediation plan and a “Fail” would be retained for the overall final grade. Significant professionalism concerns during the course of remediation may also result in a grade change to a “Fail” for the professionalism domain.

An overall final and domain grade of “Fail/[Earned Grade]” will be reported for successful remediation of a domain. If remediation is unsuccessful, an overall final and domain grade of “Fail” will be retained. If a student’s remediation plan requires them to repeat all requirements for a course, they will need to re-register for the course. A second entry will be added to the transcript to reflect the different enrollment dates. The earned grade will be reported for each course attempt.

### **Access to Individual Student Assessment Results**

Access to individual student assessment results (e.g., score, pass/fail, feedback) is governed by Family Educational Privacy and Rights Act (FERPA) and EVMS policies. As such, individual assessment results are confidential and only available to the student and those with a legitimate educational interest as defined by FERPA. All other requests for student assessment results must be referred to the Registrar.

### **General Evaluation Principles: Medical Student Feedback**

To assist with evaluating the medical education program quality, EVMS has a formal process in place to collect and consider medical student evaluations of their courses, clerkships,





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educators, and other relevant information. Data collection types may include, but are not limited to, questionnaires, interviews, and focus groups. ALOE is responsible for the administration of these data collection types.

### **Completion of Evaluations**

Students are strongly encouraged to complete all evaluations that may be assigned during the course, clerkship, elective, or phase.

The following evaluations are required of all MD students enrolled in the Pre-clerkship Phase:

- Course Evaluations
- Course Instructor Evaluations (former Medical Master's students with a waiver for a particular course are not required to complete assigned evaluations for that course and should "suspend" those evaluations to prevent ongoing reminders to complete them)

The following evaluations are required of all MD students enrolled in required courses, clerkships, and electives in the Clerkship Phase:

- Course Evaluations (may include site evaluations)
- Career Exploration Evaluation (includes site evaluations)
- Clerkship Evaluation (includes site evaluations)
- Didactic Faculty Evaluations

Students who have not completed the required evaluations by the deadline will be referred to Student Affairs. Compliance with evaluation completion is a professional responsibility, and noncompliance may result in disciplinary action under the Professionalism and Expectations for Students' Professional Behaviors Policy.

### **Access to Individual Student Evaluation Results**

ALOE will not share personally identifying information without approval from the student who completed the evaluation, except for holistic assessment purposes and in the case of a student who has reported mistreatment. In this instance, the only persons authorized to identify which student has provided feedback through this system are designated individuals in Student Affairs. The Associate Dean for Educational Assessment and Evaluation (or designee) is also authorized to find out who has provided a specific response if there is a need to contact that student for clarification.

EVMS is committed to ensuring that our learning environment is safe and professional at all times. For that reason, if student feedback is provided that alludes to any form of sexual harassment or discrimination, the institution is required by federal law to report it to the EVMS Title IX Coordinator. The student's name will not be shared with faculty, or anyone named in the report.

## **VII. RELATED DOCUMENTS**

Appeal and Complaint Procedures Policy

Holistic Assessment of Medical Students Policy

Pre-clerkship Phase Assessment and Grading Policy



Clerkship Phase Assessment and Grading Policy  
Elective Phase Assessment and Grading Policy  
Professionalism and Expectations for Students' Professional Behaviors Policy  
Standards for Advancement and Graduation Policy  
Title IX Policy on the Resolution of Allegations of Sexual Harassment

### **VIII. HISTORY OF APPROVALS AND UPDATES**

The following list documents policy approvals and updates by oversight authority, date, and summary of changes. This policy is housed on the MD Student Handbook webpage.

- On June 29, 2020, the Medical Education Committee approved the update to separate the policy from the MD Student Handbook; to reference the roles and responsibilities of the module, thread, and clerkship directors; to change the frequency of grade updates; to add exam remote testing procedures; and to change Incomplete grade designation.
- On December 9, 2020, the Medical Education Committee approved the update to clarify that grades must be posted to the SIS within 6 weeks of the final day.
- On May 27, 2021, the Medical Education Committee approved the update to add the procedures for reporting of grades on the transcript and MSPE following a failure as well as policy around the "Withdrawal" designation.
- On July 14, 2021, the Medical Education Committee approved the update to describe when a grade would be maintained despite determination of an error in grade calculation on an exam or assignment.
- On May 11, 2022, the Medical Education Committee approved the update to include the potential domains tested on CSAs, requirement for MEC to approve syllabi for all experiences included on the academic transcript, the role of Medical Education Assessment Subcommittee (MEAS), the procedure for technical difficulties and disruptions in the testing center, the change to reporting the most recent score for a retest and reassessment, add that a student cannot have two incompletes and progress in the clerkship Phase, add instances where a special note may be included in the MSPE, and clarify access to individual student assessment results.
- On May 10, 2023, the Medical Education Committee approved the change in terminology (e.g., from module to course, from M1-M4 to Phase, etc.) to align with the curriculum redesign, simplification of holistic assessment description, update of Medical Education Outcomes Subcommittee (MEOS) and Assessment, Learning Outcomes, and Evaluation (ALOE) names and roles, adding exceptional circumstances as a reason for withdrawal or incomplete, and the inclusion of evaluation processes and procedures.
- On March 13, 2024, the Medical Education Committee approved to include maintaining professionalism as a requirement of remediation/repeat of a course, the change in grade reporting for remediation/repeat of a course/clerkship to include "earned grade", update MSPE reporting of remediation/repeat of a course/clerkship and remove the requirement to complete evaluations within 2 weeks.
- On December 11, 2024, the Medical Education Committee approved updates to the policy including: definitions for MD phase expectation/requirements, updated MEOS, ALOE and student responsibilities, removed MPSE language, clarified the examination





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procedures, and aligned evaluation language with the revised curriculum.

- On November 12, 2025 the Medical Education Committee approved updates to the examination administration procedures including: removing duplicative late-arrival language, adding provisions for noncompliance with testing center procedures, and clarifying that an unexcused absence from both an original and make-up results in a zero, and provided clearer guidance on eligibility for retesting or resubmitting assignments for a higher grade.