

## Policy: Formative Feedback

INITIAL EFFECTIVE DATE:	LAST REVISION DATE:	RESPONSIBLE PARTY(S)
July 2012	January 26, 2024	<ul style="list-style-type: none"> <li>• Curriculum Committee               <ul style="list-style-type: none"> <li>○ Assessment Committee</li> </ul> </li> </ul>

### POLICY STATEMENT

Formative feedback must be included by the midpoint in all courses and clerkships of four weeks or longer in duration.

### SCOPE

This policy applies to students in the MD program.

### REASON FOR POLICY

This policy covers formative feedback.

### DEFINITIONS

TERM	DEFINITIONS
Formative feedback	<p>Formative feedback is defined as information from an assessment or meeting with course faculty that gives students information about their progress in the course to date, given early enough in the course to allow for remediation.</p> <p>Formative feedback may occur through quizzes or other course assessments/assignments, including in-class or small-group exercises, that either do not count as part of the grade or count as less than 10% of the grade, mid-clerkship narrative feedback, other forms of narrative feedback including ad hoc verbal feedback from clinical preceptors, or workplace based assessments.</p> <p>Courses shorter than 4 weeks duration may provide an alternate method for a student to measure his/her progress in learning.</p>

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#### ROLES AND RESPONSIBILITIES

Not applicable.

#### RELATED RESOURCES

LCME Standard 9.7

#### CONTACTS

Questions about this policy should be directed towards the Associate Dean for Curriculum and Medical Education, Office of Medical Education.

#### HISTORY

**Initial Effective Date:** July 2012

**Review Dates** (*review performed, no updates*): January 9, 2024

**Revision Dates** (*updates made to document*): January 26, 2024

**Comments on Revision** (*if applicable*):

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#### PROCEDURE STATEMENT