

MD Program

Student Assessment Policy

Student Assessment Component: Policy #SA-05 v13

Approved by Curriculum Committee: July 21, 2025

Approved by MD PEC: August 4, 2025

*Approved by SOMAC: **

Approved by Faculty Board: August 15, 2025

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1.0 Governance of Student Assessment, Policy, and Practice

- 1.1 Student Assessment will be directed by the Teaching, Assessment & Learning Committee (TALC) which will develop and oversee all policies and procedures pertaining to assessment practices within the MD Program.
- 1.2 All policies developed by the TALC will be approved by Curriculum Committee prior to adoption by the MD Program. Procedures with significant impact on the MD Program will be approved by Curriculum Committee prior to adoption.
- 1.3 This document outlines the principles that address student performance at the course level. Overall student performance is addressed through the MD Program's Academic Performance Advisory Group Terms of Reference, and the Student Progress & Promotions Policy.

2.0 Purpose

- 2.1 All student assessment will be consistent with and based upon our overall curricular goals policy, our curricular competencies framework, the Medical Council of Canada (MCC) presentations and standards of achievement to be established by faculty.
- 2.2 Student assessment will be designed with the goal of ensuring students have achieved the stated curricular objectives assigned to a particular competency.
- 2.3 Student assessment will be guided by available research, best practice and the CaCMS Accreditation Standards relevant to assessment.
- 2.4 Student assessment practices will be open and transparent to all students and faculty.

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- 2.5 Assessment must include elements specifically designed to assess all competencies outlined in the “Queen’s MD Program Curricular Goals and Competency-Based Objectives” Document. The provision for ongoing observation and assessment of clinical skills, appropriate behaviours and attitudes must be included in the assessment strategy of every course where these opportunities exist.
- 2.6 Methods of assessment introduced as part of the course assessment plan that are novel to the MD program must be reviewed and approved by the TALC prior to implementation to ensure that they conform to best practices and are in line with other assessment practices.
- 2.7 Narrative description of student performance must be included as part of the assessment in all courses where student-teacher interaction permits.
- 2.8 Assessment will be conducted according to procedures developed by the TALC.
- 3.0 Assessment in Preclerkship and Clerkship Curricular Units – General Consideration**
- 3.1 All statements regarding pre-clerkship courses will apply to Clerkship Curricular Units unless otherwise noted.
- 3.2 An assessment plan for each course must be posted on the course page prior to the start of the course and this will be considered the official assessment plan for the course. This will include assessment dates for formative and summative assessments and weighting of all assessments, and mandatory assessments will be clearly noted.
- 3.3 TALC will review assessment plans on an annual basis, before the next iteration of the course, to ensure that all assigned objectives and MCC presentations are assessed.
- 3.4 Each course will offer formative assessment designed to provide feedback to students that will enable them to assess their level of achievement and ongoing learning needs. Each course must provide at least one opportunity for formative assessment that does not contribute to the final grade.
- 3.5 A unit test or midterm examination is usually required for each course with a duration greater than four weeks, except for those courses for which a midterm or unit test would not assess the course’s learning objectives appropriately. These exams should (a) provide students with guidance as to the expected level of knowledge and comprehension required to pass the course and (b) familiarize them with the final examination format. If a Course Director wishes to use

alternate forms of assessment to achieve the goals of unit tests or midterms, they will need to submit their proposal to the TALC for approval. Unit tests or midterms shall not represent the only opportunities for formative assessment in a course. Questions on a midterm or unit test must not test new content presented in the 72 hours prior to the midterm or unit test.

- 3.6 All courses will have, where appropriate, a separate summative examination or final assignment that provides sufficient data to make an informed judgment about student achievement at the end of the course, designed to demonstrate that the student has met the course objectives. A maximum weighting of 70% for these events is recommended to reduce the percentage of the final grade that is dependent on a single assessment. All written summative examinations must use more than one type of question, in order to vary the assessment methods used to assess performance.
- 3.7 The final examination schedule is determined by the MD Program. Final examinations will occur no later than the end of the term in which the course is completed. There must be an appropriate interval of time between the end of classes for a given course and the the final examination of no less than 72 hours. Review sessions may be scheduled in the 72-hour examination preparation period for a course, but these must not contain any new material.
- 3.8 Students must receive timely feedback regarding their performance on both formative and summative assessments. Marks and other feedback will be provided to students within 6 calendar weeks, but all efforts are made to provide feedback as soon as possible.
- 3.9 All course requirements must be met by the last day of the term in which the course is scheduled. If there are deferred or supplemental examinations, or if there are any course requirements where an extension was granted, it is required that all course requirements be complete by July 30th of the academic year. This includes successful completion of all supplemental examinations.
- 3.10 Any student with a concerning pattern of performance during a course will be invited to meet with the Course Director or delegate as soon as this concern is raised in order to identify additional supports that might be required. Further discussions may occur with the Curricular Director or with Student Affairs, as appropriate.
- 3.11 Any student with a concerning pattern of performance across multiple courses in a term will be invited to meet with the Curricular Director to identify additional supports that might be required and will be reviewed by the Academic Performance Advisory Group. Students may be asked to attend meetings in Student Affairs, as appropriate.

4.0 Principles governing final examinations – Preclerkship and Clerkship Curricular Units

- 4.1 Final Examinations (including any Objective Structured Clinical Examinations – OSCEs) will be prepared by the Course Director or designate. All items will be reviewed by the Course Director and a member of the TALC for quality, accuracy of the answer key, and alignment with course learning objectives and assigned Medical Council of Canada presentations, where appropriate.
- 4.2 For multiple choice questions (MCQs), technical analysis of the examination will consist of descriptive statistics (Mean, Standard Deviation, Range) and estimates of reliability. Item analysis will consist of item difficulty and biserial correlation.
- 4.3 For short answer questions (SAQs), technical analysis of the examination will consist of descriptive statistics (Mean, Standard Deviation, Range).
- 4.4 For OSCEs, a standard technical analysis of the pre-clerkship OSCE will consist of (a) descriptive statistics by station (Mean, Standard Deviation, Range), (b) a repeated measures analysis of the variance (ANOVA), and (c) an item analysis of checklist items to identify those posing challenges at the station level (frequency tables). In addition to the standard technical analysis, the Clerkship OSCE will also consist of descriptive statistics by examiner group and Welch's t-tests.
- 4.5 Where possible, examination difficulty will be reviewed for all final examinations, by comparing the class average to that of previous years, and by any other methods possible. In cases where the examination is considered to be significantly difficult, consideration will be given to scaling the results.

5.0 Exam Integrity

- 5.1 All items submitted for inclusion in a final examination will be newly created or drawn from the Question Bank.
- 5.2 Items that are identified as flawed after item analysis will be removed from the bank until edited.

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- 5.3 Students will have an opportunity to review unit tests, midterms, and final examinations, governed by the MD Program's exam review session regulations.
 - 5.4 The MD Program exempts all its final exams from release for student reference purposes in accordance with clause one of the Senate Policy on Confidential Exams, May 21, 2008.

6.0 Student Grading – Preclerkship and Clerkship Curricular Units

- 6.1 The final mark for each course will be a composite of the various assessment methods used throughout the course.
- 6.2 Course Directors may determine that any component of the course must be completed satisfactorily in order to achieve standing in the course. This must be made clear to all students via the course page at the beginning of the term.
- 6.3 In courses that use numeric marks, the student must achieve all the following in order to receive a pass standing in the course:
 - 6.3.1 A composite course mark of 60% or greater and
 - 6.3.2 A mark of 60% on the final examination unless it is the opinion of the course director that extenuating circumstances pertaining to the examination exist and
 - 6.3.3 Satisfactory completion on all units or assessments that have been identified by the Course Director as mandatory.
- 6.4 In courses that use summative OSCEs, students must achieve all of the following in order to receive a pass standing:
 - 6.4.1 A mark of 60% overall on the OSCE and
 - 6.4.2 No more than one station with a mark of less than 60% for OSCEs with 6 stations and
 - 6.4.3 Satisfactory completion on all assessments that have been identified by the Course Director as mandatory.
- 6.5 If a student scores less than 60% on any summative examination, their examination will be automatically remarked (i.e. short answer questions will be remarked, OSCE videos will be reviewed). The mark obtained after remarking is final.

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- 6.6 Students who have passed but have achieved a course mark or exam mark between 60% to 65% will have their performance in the course reviewed by the Course Director. The Course Director may request further review and advice from the Academic Advisory Group .
- 6.7 For courses whose assessment plans are not based on numeric marks, students must achieve satisfactory completion according to the assessment plan outlined on the course page.
- 6.8 Students who achieve satisfactory marks, but who are identified by the Course Director or Curricular Director as having deficiencies in any area (e.g. professional or ethical behaviour, areas of academic concern, tutor or peer assessment concerns, or challenges in any competency) will be referred to the Academic Performance Advisory Group and/or the Associate Dean, MD Program in the case of professionalism concerns.
- 6.9 The Course Director will determine the student's status (Pass/Fail/Incomplete) in the course based on the published assessment plan in accordance with MD Program policies and procedures.
- 6.10 If a student does not meet the pass standing in a course, the Course Director will determine what additional assessments the student must satisfy to meet the pass standing, according to MD Program Policies and Procedures.
- 6.10.1 In the case of an incomplete required assessment, the student is normally required to satisfactorily complete the required assessment or an equivalent make-up assessment.
- 6.10.2 In the case of a written final examination with a mark of less than 60%, the student is normally required to write and pass with a mark of greater than 60% a supplemental examination during approved supplemental examination periods in the curriculum.
- 6.10.3 In the case of a course mark of less than 60% due to poor performance in lower stakes formative assessments, the student is normally required to redo some or all of these and achieve the pass standard.
- 6.10.4 In the case of a student not meeting the pass standard in an experience-based course (e.g. Clinical & Communication Skills), the student is generally required to complete and pass a remediation plan laid out by the course director.
- 6.10.5 For any other circumstances, the course director will outline a plan that provides for the student to demonstrate they have achieved any objectives not met in the course.

7.0 Assessment in Clerkship Clinical Courses – General Considerations

- 7.1 All students must receive a formal mid-rotation assessment. Any marginal notations will mandate a meeting with the Course Director or faculty delegate.
- 7.2 Students on Longitudinal Integrated Clerkships will receive feedback every 6 weeks by the director of Longitudinal Integrated Clerkships or faculty delegate.
- 7.3 End of Block Assessment forms may be compiled from a collection of assessments at the discretion of the Course Director in discussion with the Assessment and Evaluation Consultant.
- 7.4 All students will participate in an exit meeting in person or remotely with the Course Director or faculty delegate, where they will learn of their status in the course.
- 7.5 The Course Director will determine the student's status (Pass/Fail/Incomplete) in the course based on the published assessment plan in accordance with MD Program policies and procedures.

8.0 Principles of Final Examinations – Clerkship Clinical Courses

- 8.1 Examinations are to be scheduled by the MD Program. A schedule of examination dates will be made available to students at the beginning of clerkship.
- 8.2 Locally developed written clerkship examinations will be developed as described for preclerkship courses and will undergo the same technical analysis described above in section 4.0.
- 8.3 Students will be released from their clinical duties by 6 pm the night prior to any written examination or OSCE with no evening/overnight call assigned.

9.0 Student Grading – Clerkship Clinical Courses

- 9.1 In order to achieve standing in a clerkship course, the student must achieve all of the following:
 - 9.1.1 A mark of 60% on the final examination unless it is the opinion of the Course Director that extenuating circumstances pertaining to the examination exist and
 - 9.1.2 Satisfactory assessment on the End of Block Assessment form and
 - 9.1.3 Logging of 100% of mandatory clinical encounters/procedures for the course and

9.1.4 Achievement of the required standard on all other mandatory assessment tasks such as examinations or course-designated assignments.

9.2 If a student does not successfully complete any required component of a course, a comprehensive review of individual performance in the clerkship clinical course will be conducted in order to identify appropriate resources to support the student, and to determine the most appropriate method(s) to reassess the student to ensure that they have met the course objectives. This can include requirements for the student to complete additional clinical experiences. This review should be conducted by the Course Director.