

Examination and Evaluation

A variety of assessment methods will be used in the examination and evaluation process for students enrolled in the MD program.

It is obligatory that assessment of the performance of students in clinical or field settings should be fair, humane, valid, reliable, and in accordance with the principles enunciated in the [University Grading Practices Policy](#). Accordingly, where a student's performance in a clinical or field setting is to be assessed for credit, the evaluation must encompass as a minimum:

- A.** a formal statement describing the evaluation process, including the criteria to be used in assessing the performance of students and the appeal mechanisms available. This statement should be available to all students before or at the beginning of the clinical or field experience;
- B.** a midway performance evaluation with feedback to the student;
- C.** written documentation of the final assessment;

In addition, for such clinical and field experiences, divisions must ensure that:

- D.** clinical and field assessors are fully informed regarding University, divisional and course policies concerning evaluation procedures, including the specific assessment procedures to be applied in any particular field or clinical setting.

Student attitudes and behaviour during small group activities and clinical sessions will also be assessed.

Assessment of student performance shall be conducted on at least two occasions for a course, with no one assessment having a value of more than 80% of the course grade.

Course Directors are responsible for determining the content and method of examinations, and the weighting given to the various components of the assessment which determine the final grade. These arrangements will be subject to the approval of the Undergraduate Medical Education - Curriculum Committee and comply with the University of Toronto Grading Practices Policy . At the beginning of each course, students will be informed of the arrangements for assessment, e.g., the method of examinations and the weighting of components. Once the weighting of the components has been stated, it may not normally be changed without the majority consent of at least 51% of the students taking the course who are present and voting at a regularly scheduled meeting of the class at which the issue is raised. If changes

are required and agreed upon as stated above, written notice of the changes will be given to each student in the class concerned, as far ahead as possible of the time at which the changes are to be implemented.

It is expected that examinations and other assessments be set up, conducted and marked in a transparently fair manner. They will appropriately reflect course objectives and content. Students will receive due notice regarding component formats and weighting(s). After each component is marked students should receive feedback on their performance in a fashion which is consistent with the evaluation format. If a Course Director decides to change the answer key, perhaps in response to student feedback, any change should be promptly made known to the group of students involved.

Feedback opportunities will allow any errors in marking or miscalculation of marks to be corrected. In some courses, as noted in course outlines, the time period for such feedback is limited. For example, students may be limited to one calendar week after an exam is marked and available for handing back to students, to discuss any issues with the Course Director. It is crucial that students take advantage of such opportunities as the security and integrity of assignments that have been handed back to students cannot be guaranteed.

Subsequent Formal Review of assignments and/or the overall grade/mark on the course will not be lightly undertaken and will only occur if there are substantial and sufficient reasons to do so in the view of the Course Director concerned. If a request for a formal review is granted the component/ course mark or grade may, as a result of the review, be raised, be lowered, or remain unchanged.

It is expected that Formal Review will occur very infrequently and only if allowing a mark to stand unchallenged will be grossly unfair to the student concerned. ([Formal Review of a Course Grade or Evaluation Form](#))

Course Directors are responsible for attempting to identify, as early as possible, students who are in academic difficulty and to make academic assistance available to these students.