

FAMILY MEDICINE CLERKSHIP

EVALUATING STUDENTS: An Overview

Updated 10/12/16

Grading Policy and Process

We are a mastery clerkship. We assess students' mastery of the core skills and knowledge of Family Medicine at the end of six-week rotation-regardless of where or when the student takes the clerkship.

The site director is in charge of collecting, evaluating, and synthesizing the Feedback and Evaluation form by the faculty into a final evaluation for the student.

The site director should take into account the depth, length of time, and when each faculty interacted with the student as they synthesize the summary evaluation. If controversy about the evaluation exists, the site director resolves the various points of view and comes up with the final evaluation.

Grades are assigned in the Seattle office based on the scores and comments on the evaluation submitted by the site director. The site director should familiarize him or herself with the numeric Grading Criteria for clinical and final grades: Failure, Pass, High Pass and Honors. Likewise, he or she should use the anchors on the Feedback and Evaluation Form on the faculty tab to assure that the comments align with the scores assigned. Site directors are expected to enter a recommended grade when completing the student evaluation form. The Family Medicine Clerkship team verifies that your recommended grade aligns with the clinical grade.

Descriptive Section

Comment boxes after each section (Clinical Knowledge and Skills, Patient Care Skills, Interpersonal Relationships, and Professional / Personal Characteristics) combine to form the "descriptive comments section" for the student. These comments should be **detailed and address both strengths and areas for growth**. Comments should be relevant each section's grading categories. Any direct quotes from individual evaluations should be carefully chosen and support summary comments.

The anchors on the Feedback and Evaluation form set the standard for student performance for all rotations. We understand that third year medical students starting clinical rotations in Summer A have, in general, more to learn than students in the end of their clinical rotations in Spring B. We use our defined criteria and anchors for all rotations to be fair to all. We do not have a way to evaluate over 200 students taking into account the time of the year when each student is taking the clerkship. We make an effort to communicate this policy to the students and encourage them to consider this when scheduling their clerkships.

Evaluator Concern Section

Site directors have the discretion of placing comments in the Evaluator Concern section to describe a particular incident or to note general concerns.

The purpose of this is to provide feedback to students and to give the school additional information to use in the management and oversight of students' academic and professional

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development. The Evaluator Concern designation is not recorded on the official transcript. An

Evaluator Concern Section (*continued...*)

evaluator concern documenting a serious deficiency or a pattern of evaluation concerns in two or more courses may result in the student's performance being deemed unsatisfactory for continuance in the medical school program.

Please note: If you have NO evaluator concerns then select NO for both questions and DO NOT write anything in the evaluator concern comment boxes.

Suggested Final Grade

Your suggested final grade should align with the clerkship's numeric grading criteria for: fail, pass, high pass, and honor's grades. For a copy of the grading criteria, please go to:

depts.washington.edu/fammed/education/courses/clerkship/info-faculty/

Name of faculty member most familiar with student's performance

You can enter your name or the names of the providers whom worked most frequently with the student.

Required Summary of Performance, Summative Section

The summative section will be used in the MSPE letter or Dean's letter. This section should focus almost exclusively on the **student's strengths**. Similar to the descriptive section of the evaluation, it is important to be **specific and use examples of the student's performance**.

In this section, it is important to also pay close attention to the language used to describe the students' performance. The MSPE includes a key that describes the code words and the percentage of students that earns each one. At the University of Washington, the code words are good, very good, excellent, and outstanding.

Good and **very good** are roughly equivalent to a **pass**,
excellent approximates a **high pass**,
outstanding is for an **honors** performance in the clerkship.

While it is not necessary to use these exact words in all your comments, we do ask that you keep these key words in mind when summarizing student performance.