

**Assessment and Grading of Student Performance in the **LEARN** Curriculum**  
**Office of Academic and Faculty Affairs**  
 Updated 7/23/2018

An important goal of the **LEARN** curriculum is to provide students with interdisciplinary courses that are integrated to the greatest possible extent. Students will be evaluated on both acquisition of knowledge and skills and professional development and values. Advancement throughout medical school will depend on acquiring a good medical knowledge base, achieving basic bedside skills, communicating competently, and demonstrating professional values.

**SECTION 1: EVALUATION OF ACADEMIC PERFORMANCE IN PHASE I**

**1.1 Biomedical Building Blocks (B3)**

The Biomedical Building Blocks (B3) course is comprised of four components: The Body, Molecular Foundations of Medicine, Pathogens and Host Defense, and Basic Mechanisms of Disease.

1. A student must pass all four components independently with a final overall component score of 65.0 or more to achieve a final passing grade for the B3 course.
2. A student must achieve the following to pass each B3 component:
3. Final overall component score of 65.0 or more, *and*
4. An overall average of 65.0 or more on unit exams, if no summative final exam is offered, *or*
5. A score of 65.0 or more on a summative final exam, if offered.
6. Thus, to pass a B3 component, a student must achieve *both* a final overall component score of  $\geq 65.0$  *and either* an overall average of  $\geq 65.0$  on unit exams, if no summative final exam is offered, *or* a score of  $\geq 65.0$  on a summative final exam, if offered.
7. Upon completion of all four B3 components, a single final grade will be assigned for the B3 course: **Honors/Pass/Fail (H/P/F)**. This is the only grade that will be recorded on the student's official transcript. The final B3 course grade is based upon the following criteria:

| • Grade     | • Criteria   |
|-------------|--|
| • Honors    | • Weighted components score $\geq 90.0$              |
| • Pass      | • Weighted components score $\geq 65.0$ and $< 90.0$ |
| • Fail      | • Weighted components score $< 65.0$                 |
| • Fail/Pass | • Failed and successfully remediated                 |

8. Each B3 component contributes a percentage to the final B3 course grade:

| • Component                         | • Percent of Final B3 Grade |
|-------------------------------------|-----------------------------|
| • The Body                          | • 30%                       |
| • Molecular Foundations of Medicine | • 25%                       |
| • Pathogens and Host Defense        | • 25%                       |
| • Basic Mechanisms of Disease       | • 20%                       |
| • Final B3 Grade                    | • 100% (H/P/F)              |

9. Only numerical scores for each B3 component will be recorded on CBase. These numerical scores will not appear on the student's official transcript.
10. Assessments within a component *may* include quizzes, unit exams, summative final exam, problem-solving exercises, laboratory practicals or reports, case- or team-based learning activities, essays and papers, oral exams, simulations and OSCEs, individual or small-group presentations, etc.
11. A summative final exam, if given, can be *either* a customized NBME exam *or* an in-house exam, worth 40-60% of the final overall component score. Other assessments will comprise the remaining 40-60% of the final overall component score. The course/component director(s) will have the discretion to decide the exact percentages within these ranges.
12. Failure to pass any B3 component, whether a result of a final overall component score of < 65.0, an overall average on unit exams of < 65.0, or a summative final exam score of < 65.0, must be remediated. A maximum of 2 remediation attempts is allowed.
13. Dates and times for *all* remediation exams will be established by the Office of Academic and Faculty Affairs in consultation with the course/component director(s). A student *must* take any remediation exam on its scheduled day and time.
14. A student who fails The Body component with a final score of < 65.0 or a final examination score of < 65.0 must take a customized NBME remediation exam, which is generally scheduled for early January. If a student fails the NBME exam, their second remediation attempt is to enroll in the Drexel University summer anatomy course.
15. A student who fails a component will be assigned a grade of 'NGY' on CBase for the B3 course. An 'NGY' is *not* a permanent grade that appears on the student's official transcript. The 'NGY' will remain on CBase until the component is either successfully or unsuccessfully remediated.
16. The first remediation attempt of a failed summative final exam or failure due to a unit exam average <65.0 may be a repeat administration of the failed exam *or* of a format that is at the discretion of the course/component director(s). In either case, successful remediation of a failed summative final exam or failure due to a unit exam average <65.0 will be indicated by the minimal passing score for that course or component, i.e., 65.0 and Pass.

17. If a student fails the first remediation attempt, then the format of the second remediation attempt is at the discretion of the course/component director(s). The criteria for a successful second remediation attempt will be determined by the course/component director(s). Successful remediation will be indicated by the minimal passing score for that course or component, i.e., 65.0 and Pass
18. Successful remediation of a failed component will result in the replacement of the 'NGY' on CBase with a Pass (P) grade for the B3 course.
19. Failure to pass a component after the second remediation attempt will result in the replacement of the 'NGY' on CBase with a Fail (F) grade for the B3 course.
20. Subsequent successful retake of the failed B3 component will result in an F/P grade on the transcript for the B3course.
21. A student who earns a Pass grade in the B3 course may not request a remediation exam in any component in order to achieve an Honors grade. Further, remediation of a Fail grade cannot result in a grade of Honors for the B3 course.

## 1.2 Integrated Pathophysiology: Organ Systems

There are four Integrated Pathophysiology (IP) organ systems courses: Cardio/Pulmonary/Renal (CPR), Endo/Repro (ER), Gastrointestinal/Nutrition (GI), and Mind, Brain & Behavior (MBB).

- A student must achieve the following to pass each IP organ system course:
  - Final overall course score of 65.0 or more, *and*
  - An overall average of 65.0 or more on unit exams, if no summative final exam is offered, *or*
  - A score of 65.0 or more on a summative final exam, if offered.
- Thus, to pass an IP course, a student must achieve *both* a final overall course score of  $\geq 65.0$  *and either* an overall average of  $\geq 65.0$  on unit exams, if no summative final exam is offered, *or* a score of  $\geq 65.0$  on a summative final exam, if offered.
- A single grade will be assigned at the end of each IP course: **Honors/Pass/Fail (H/P/F)**. This is the grade that will be recorded on the student's official transcript. The final course grade for each IP course is based upon the following criteria:

| Grade     | Criteria  |
|-----------|---|
| Honors    | Cumulative score $\geq 90.0$ <i>and either</i> an overall average on all unit exams $\geq 65.0$ <u>or a summative final exam score <math>\geq 65.0</math></u>   |
| Pass      | Cumulative score $\geq 65.0$ and $< 90.0$ <i>and either</i> an overall average on all unit exams $\geq 65.0$ <i>or</i> a summative final exam score $\geq 65.0$ |
| Fail      | Criteria for Pass not met   |
| Fail/Pass | Failed and successfully remediated  |

- Assessments within each course *may* include quizzes, unit exams, summative final exam, problem-solving exercises, laboratory practicals or reports, case- or team-based learning activities, essays and papers, oral exams, simulations and OSCEs, individual or small-group presentations, etc.
- A unit exam (organ system exam) and a summative final exam can be *either* a customized NBME exam *or* an in-house exam.
- The combined weight of the unit exams and the summative final exam is worth 40-60% of the final course grade. Other assessments will comprise the remaining 40-60% of the final course grade. Course directors will have the discretion to decide the exact percentages within these ranges.
- Failure to pass an IP course, whether a result of a final overall course score of  $< 65.0$ , an overall average on unit exams of  $< 65.0$ , or a summative final exam score of  $< 65.0$ , must be remediated. A maximum of 2 remediation attempts is allowed.
- Dates and times for *all* remediation exams will be established by the Office of Undergraduate Medical Education in consultation with the course director(s). A student *must* take any remediation exam on its scheduled day and time.
- A student who receives an overall course score of  $\geq 65.0$ , but whose overall average on unit exams is  $< 65.0$ , or who receives a summative final exam score of  $< 65.0$ , will be assigned a grade of 'NGY' on CBase for that IP course.
- An 'NGY' is not a permanent grade that appears on the student's official transcript. The 'NGY' will remain until the failed exam(s) is either successfully or unsuccessfully remediated.
- The first remediation attempt of a failed summative final exam or failure due to a unit exam average  $< 65.0$  may be a repeat administration of the failed exam or of a format that is at the discretion of the course/component director(s). In either case, successful remediation of a failed summative final exam or failure due to a unit exam average  $< 65.0$  will be indicated by the minimal passing score for that course or component, i.e., 65.0 and Pass.
- If a student fails the first remediation attempt, then the format of the second remediation attempt is at the discretion of the course director(s). The criteria for a successful second-remediation attempt will also be determined by the course director(s).
- Successful remediation of the failed exam(s) will result in the replacement of the 'NGY' on CBase with a Pass (P) grade for the course.
- Failure to pass the failed exam(s) after the second remediation attempt will result in the replacement of the 'NGY' on CBase with a Fail (F) grade for the course.
- Subsequent successful retake of a failed course will result in an F/P grade on the transcript for the course.
- A student who earns a Pass grade in an IP course may not request a remediation exam in order to achieve an Honors grade. Further, remediation of a Fail grade cannot result in a grade of Honors for the course.

## **SECTION 2: EVALUATION OF ACADEMIC PERFORMANCE IN PHASES II and III**

### **2.1 Core Clinical Clerkships, Sub-Internships, Elective Rotations**

- Core clinical clerkships, sub-internships, and elective rotations in Phases II and III are graded on a 5-tier system: **Honors/High Pass/Pass/Low Pass/Fail (H/HP/P/LP/F)**. This is the grade that will be recorded on the student's official transcript.
- Grading in the core clinical clerkships is standardized across all clerkships:
  - a. clinical performance (40-60%)
  - b. NBME shelf exam (20-30%)
  - c. clerkship-specific assignments/assessments, e.g. OSCEs, quizzes, oral presentations, tutorials (remaining % needed to bring sum of course assessments to 100%)
- Core clinical clerkships require passage of an NBME subject exam at the **7th percentile level, at minimum**, as determined by the latest academic year norms from the NBME for examinee performance.
- Students must score at the **50<sup>th</sup> percentile or above** nationally on the NBME subject exam to be eligible for an Honors grade in a core clinical clerkship. Honors grades will be awarded to **no more than 30%** of the class in the core clinical clerkships.
- A 'Z' will be given in a clinical course to a student who has passed other elements of a course, but who has failed the initial attempt of the NBME subject exam for that course. A 'Z' is not a permanent grade that appears on the student's official transcript. If the student passes the second attempt of the NBME subject exam, the 'Z' is converted to a P. A student with a 'Z' may not earn a grade above Pass in that clinical course, i.e., no H or HP will be awarded. A second failure of the NBME shelf exam converts the Z to an F.

### **2.2 Two-Week Mini-Clerkships**

Two-week mini-clerkships (Emergency Medicine, Radiology, and Anesthesiology) in Phase II are graded on a **Pass/Fail (P/F)** basis. This is the grade that will be recorded on the student's official transcript.

## **SECTION 3: EVALUATION OF PERFORMANCE IN TRANSITIONAL AND LONGITUDINAL COURSES**

Course directors are given the prerogative to determine the best methods for assessing student performance for their courses. Criteria for a passing grade in each course will be established by the course director(s). Attendance and small-group participation can count towards the final grade, and narrative comments on the student's performance will be provided for ICM, MCS, TiME and ACE.

### **3.1 Classes of 2021 and Onward**

The following transitional and longitudinal courses in the **LEARN** curriculum are graded on a **Pass/Fail (P/F)** basis:

- Transition to Medical and Dental School (TMDS)
- Themes in Medical Education (TiME)
- Introduction to Clinical Medicine (ICM)
- Transition to Clinical Care (TCC)
- Transition to Residency (TTR)
- Advanced Clinical Experience (ACE)
- Translational Pillars (TP)

The following longitudinal courses in the **LEARN** curriculum will be graded on a **Honors/Pass/Fail (H/P/F)** basis:

- Medicine in Contemporary Society (MCS)

### 3.2 Class of 2020

The following transitional and longitudinal courses in the **LEARN** curriculum will be graded on a **Pass/Fail (P/F)** basis:

- Transition to Medical and Dental School (TMDS)
- Themes in Medical Education (TiME)
- Transition to Clinical Care (TCC)
- Transition to Residency (TTR)
- Advanced Clinical Experience (ACE)
- Translational Pillars (TP)

The following longitudinal courses in the **LEARN** curriculum will be graded on a **Honors/Pass/Fail (H/P/F)** basis:

- Introduction to Clinical Medicine (ICM)
- Medicine in Contemporary Society (MCS)

### 3.3 Class of 2019

The following transitional and longitudinal courses in the **LEARN** curriculum will be graded on a **Pass/Fail (P/F)** basis:

- Transition to Medical School (TTMS)
- Introduction to Clinical Medicine (ICM)
- Medicine in Contemporary Society (MCS)
- Themes in Medical Education (TiME)
- Transition to Clinical Care (TCC)
- Transition to Residency (TTR)
- Advanced Clinical Experience (ACE)
- Translational Pillars (TP)

#### **SECTION 4: EVALUATION OF PROFESSIONALISM AND TEAMWORK IN LEARN**

Throughout the **LEARN** curriculum, students are routinely evaluated by faculty, residents and peers in areas such as class/clerkship preparation, attendance and participation; interpersonal communication and teamwork skills; leadership; and professionalism. Failure to meet expectations of professionalism and teamwork can lead to a failing grade in a course/clerkship.

#### **SECTION 5: NARRATIVE ASSESSMENT**

A written narrative description of a medical student's performance, including his or her non-cognitive achievement, will be included as a component of the assessment in each required course and clerkship whenever teacher-student interaction permits this form of assessment (i.e., courses in which an individual faculty member has sufficient and longitudinal interaction with an individual student such as in the ICM, MCS and TiME courses and the clinical clerkships). Non-cognitive areas of achievement include, but are not limited to, professionalism, communication skills, leadership, conscientiousness, critical thinking, time management, and interpersonal and team skills. This narrative typically addresses both strengths and areas for improvement, and may include both comments intended for formative feedback and comments intended as a summative evaluation.

Summative comments are part of the final grade/evaluation in the clinical clerkships and will be included in the Medical Student Performance Evaluation (MSPE). The narrative is compiled from comments collected from supervising residents and faculty; some as quoted, and some as formulated by the site/course director. Summative assessments are completed using the Descriptive Common Clerkship Evaluation Form which evaluates the SOM Competencies and ILOs. This form is used in all clerkships.

As soon as the comments are recorded in CBase, they are available for student viewing. A student may appeal narrative comments appearing on the transcript through the standard Course Grade Appeals Policy.

#### **SECTION 6: NONINVOLVEMENT OF PROVIDERS OF STUDENT HEALTH SERVICES IN STUDENT ASSESSMENT AND ACADEMIC PROGRESS**

Health professionals who provide health services to medical students, including medical and psychiatric care as well as psychological counseling, will have no involvement in the academic assessment or promotion of a medical student receiving those services. A student assigned to a



course, clerkship, or other educational activity with a treating healthcare provider may request, and will be granted, an alternative assignment. Students are required to request such noninvolvement on CBase during the Phase registration period or to the Associate Dean for Student Affairs if outside the Phase registration period. In matters brought before the Committee on Academic and Professional Progress, a healthcare provider who serves on the committee must recuse him or herself from deliberations related to a student that he or she is treating.

## **SECTION 7: EVALUATION OF COMPETENCIES AND INSTITUTIONAL LEARNING OBJECTIVES (ILOs)**

Three times throughout the **LEARN** curriculum, each student's evidence is reviewed against the school's identified benchmark for each of the 20 ILOs. Benchmarks (expectations) will be established for students that they are required to achieve at the end of Phase I, end of Phase II, and mid Phase III.