



CDEM Statement on Grading/Assessment

In grading, criterion-based assessment should be employed because a norm-referenced or deficit-based approach to assessment may disproportionately disadvantage certain learners. Grading calculations should place more weight on assessments from observed clinical performance in the workplace setting and restrict weight afforded to standardized test scores. To help mitigate the impact of interpersonal bias on assessment, grading committees should have diverse representation and consist of evaluators who have received anti-bias training and instruction on the use of validated assessment tools. All learners should have equal access to recommended learning tools (i.e. texts, question banks, other asynchronous learning materials) and communication to learners regarding grading standards and criteria should be clear and accessible. Learners should receive mid-rotation feedback so that they have an understanding of their performance and strategies for improvement. Institutions should formalize processes that leverage data to identify and eliminate systemic bias in assessment.

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