

# Online MedEd

Formative Assessment to Gauge Student  
Medical Knowledge Competencies

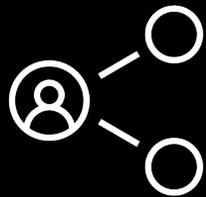
Please introduce yourself in chat! Add any emoji response to  
“How much do you LOVE assessments?”

# Online **MedEd**

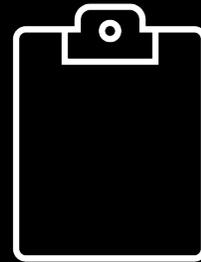
**Welcome to today's webinar**



Record



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Questions

# Online **MedEd**



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Director of Academic and  
Student Affairs

# Learning Outcomes

**By the end of this presentation, participants will be able to:**

Explain the benefits and importance of utilizing performance data from formative assessment to assist medical student's learning gaps.

Draft modifications to their current assessment strategy to incorporate high-quality feedback that is designed to support competency-based medical education.

- 01 Learning objectives**
- 02 What is the value of formative assessments?**
- 03 Alignment to Competency-Based Medical Education**
- 04 Student Performance Data**
- 05 Best practices & strategies**
- 06 Q&A**

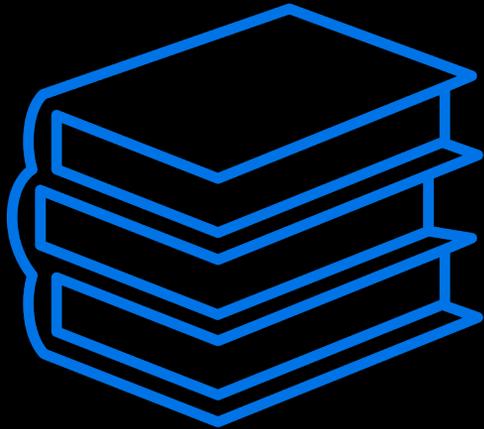
# Learning Objectives

In this presentation, we will:

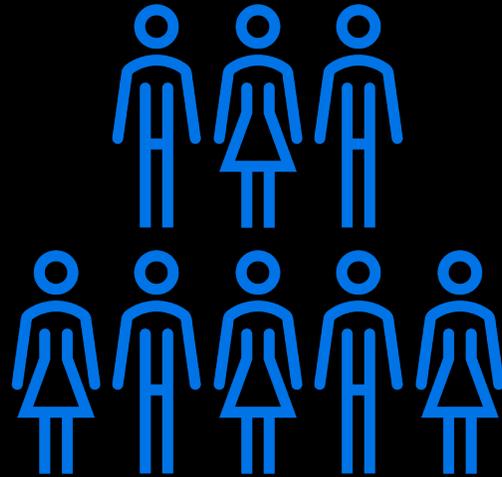
- Describe the value of formative assessments and list some examples.
- Outline the role of competency-based education in developing a formative assessment strategy.
- Discuss the value of the analytics produced by formative assessments.
- Highlight best practices and strategies for the integration of formative assessments to address student knowledge gaps.

# Let's connect the story of three groups:

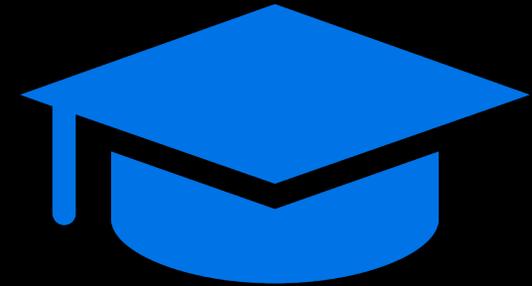
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Administration



Faculty



Students

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**What is the **spirit** of  
formative assessments?**

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“Formative assessment is performed in the spirit of “assessment **for** learning” rather than “assessment **of** learning.”



Feedback



Guidance



Learning



Performance

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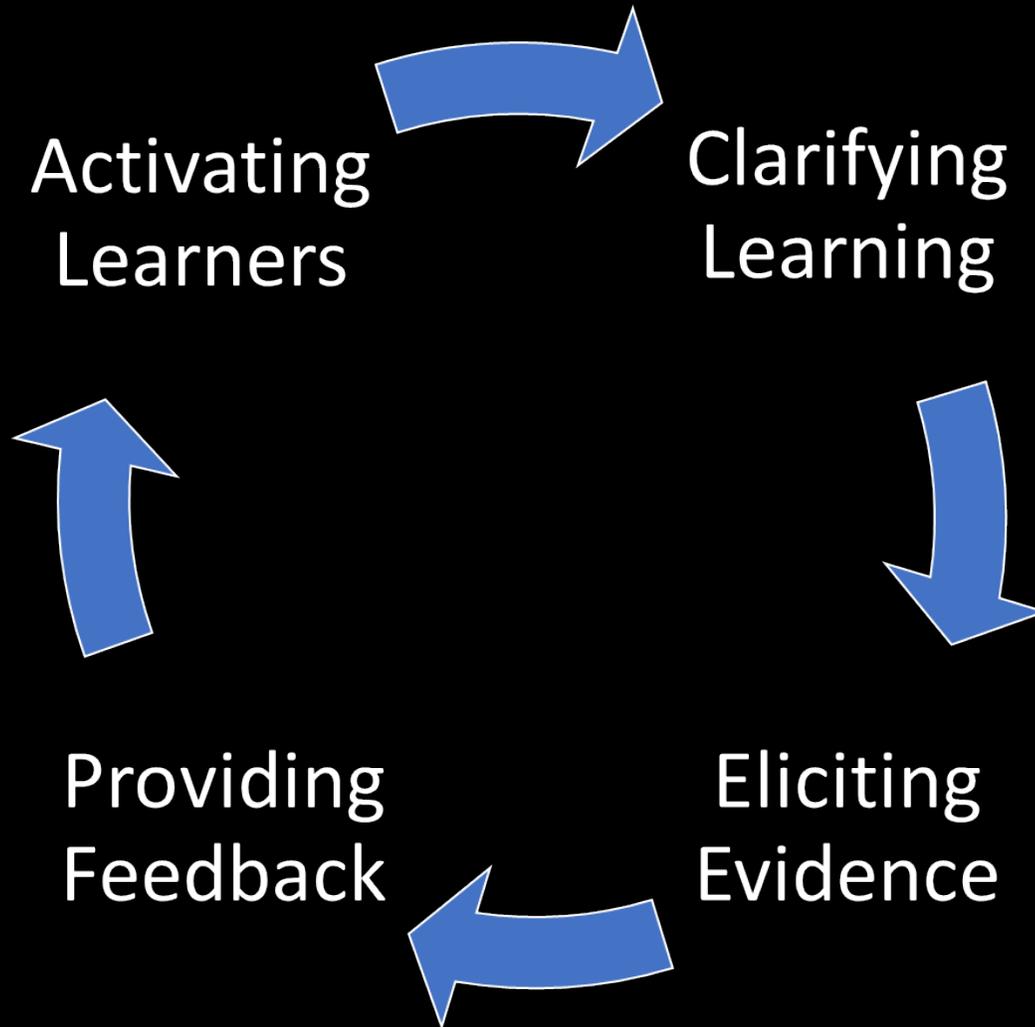
**How does competency-based medical education (CBME) align with formative assessments?**

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"CBME requires **enhanced attention** to formative assessment to ensure that students receive **frequent and high-quality feedback** to guide their development and the acquisition of the necessary competencies."

# Formative Assessment Practices

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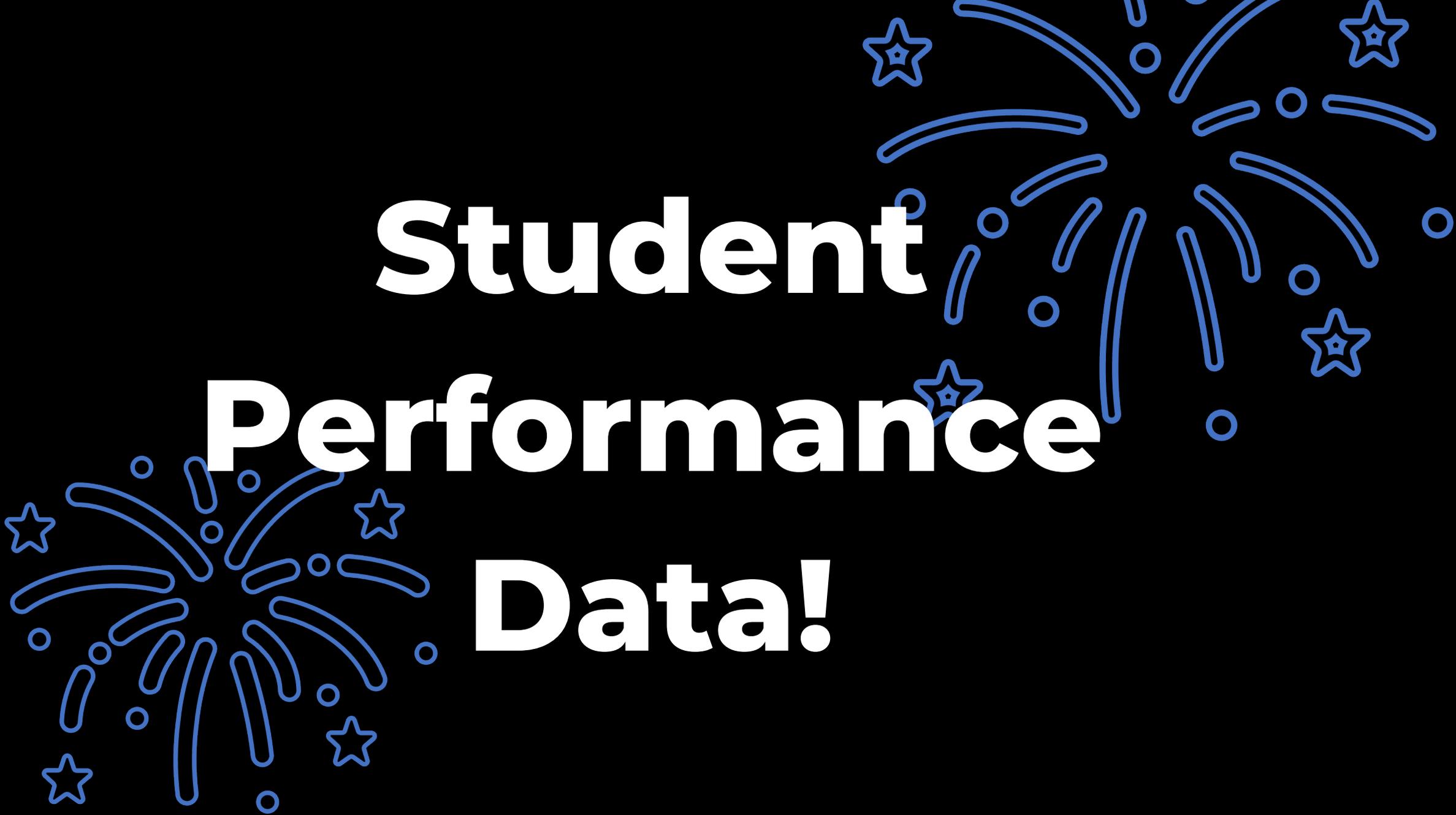


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**I will ask You....**

**What can be used to assist  
in giving frequent and high-  
quality feedback?**

# Student Performance Data!



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**How can we take this a  
step further?**

# Connecting the High-Quality Feedback Loop

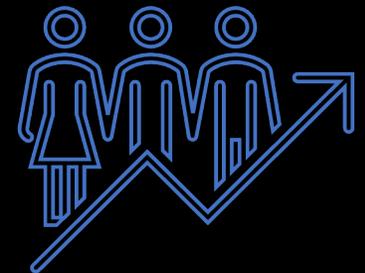
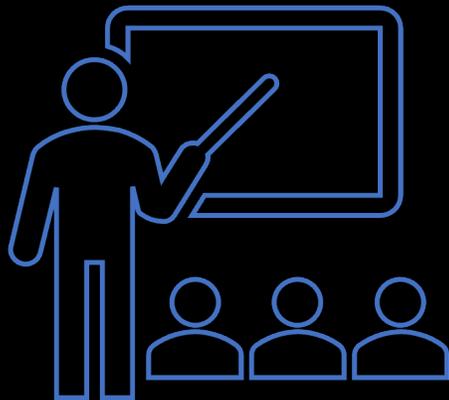
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# Through Just-in-Time Teaching (JiTT)

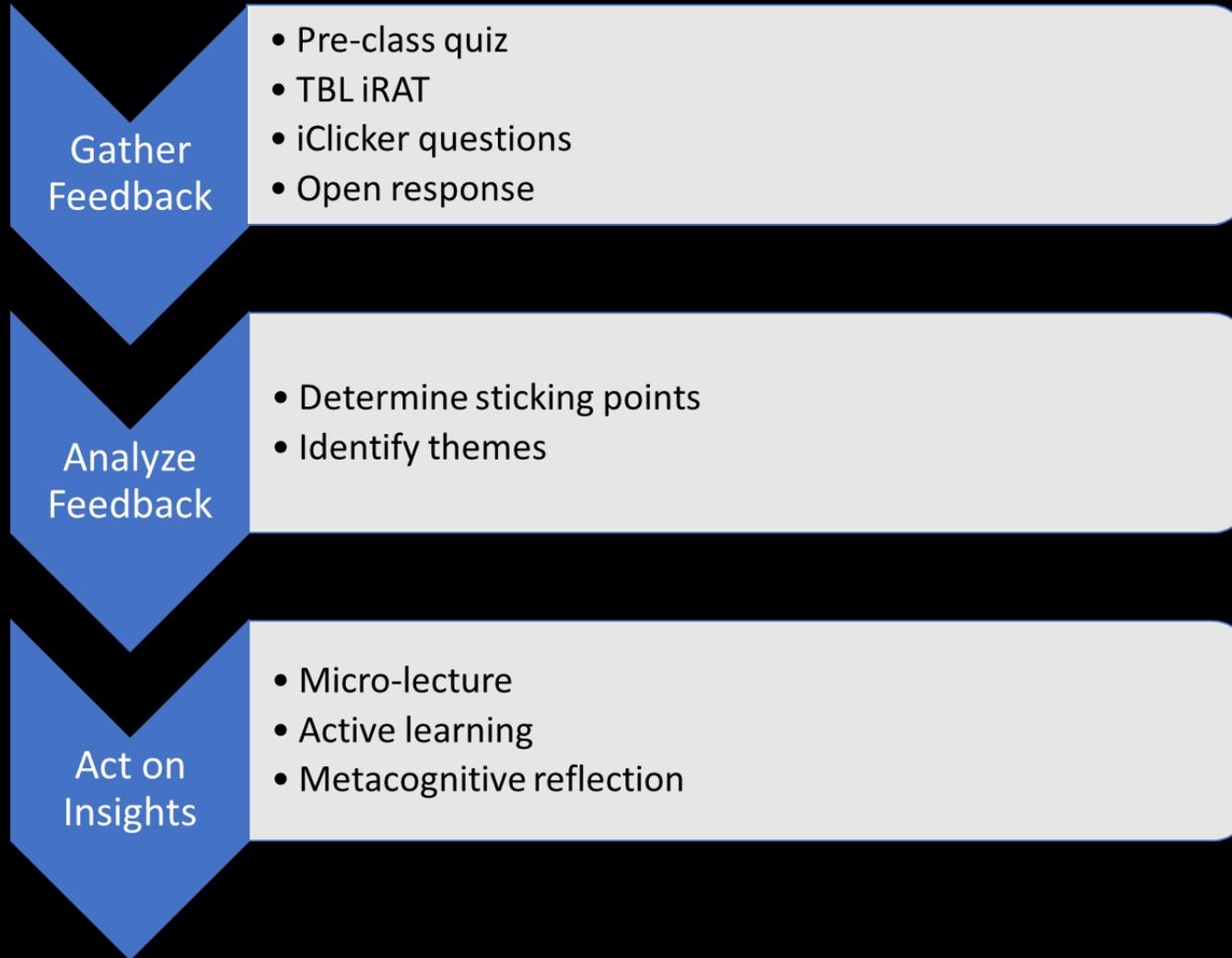
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Just-in-Time Teaching provides structured opportunities for students to actively construct new knowledge from prior knowledge



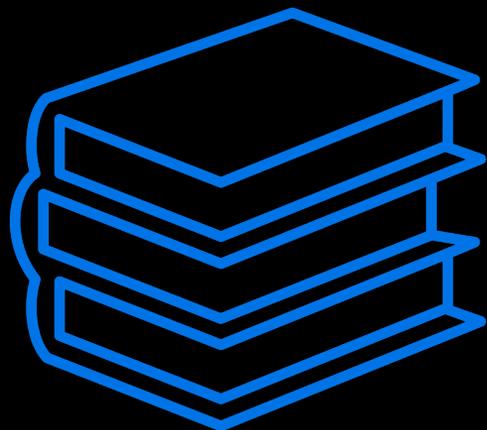
# Implementation of JiTT

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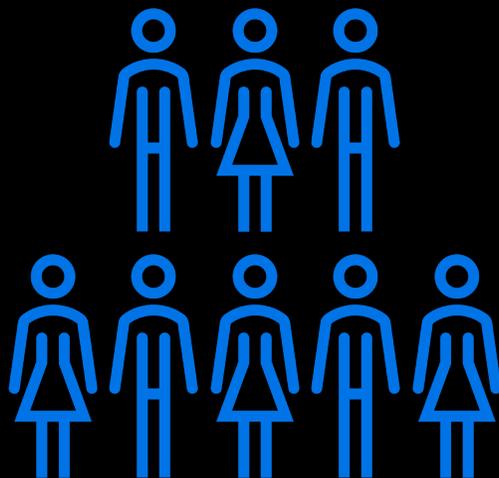


Let's connect the story of three groups....

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Administration



Faculty



Students

# Commitment to Practice

What is one thing that you can do using student performance data to initiate the high-quality feedback?

What is something you are still curious about?



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Q&A