

## **I. POLICY**

Narrative Assessment

## **II. PURPOSE**

The purpose of this policy is to define the expectations for providing narrative assessment to students.

## **III. RESPONSIBLE PARTY AND REVIEW CYCLE**

The Assessment, Learning Outcomes, and Evaluation (ALOE) team will review this document annually. The Medical Education Committee shall review this document as needed, with input from the Curriculum Policy Subcommittee.

## **IV. ACCREDITATION REFERENCES**

LCME 9.5            Narrative Assessment  
SACSCOC 12.3    Student Rights  
SACSCOC 12.3    Student Complaints

## **V. DEFINITION(S)**

**Narrative Assessment:** Written comments from faculty that assess student performance and achievement in meeting specific objectives of a course or clerkship, such as professionalism, clinical reasoning.

**Formative Narrative Assessment:** Written comments from faculty about student performance intended to modify the student’s thinking or behavior in order to improve his or her subsequent learning and performance in the medical curriculum. These comments are typically associated with low-stakes assessments (e.g., completion based assignments) designated as “formative” in the syllabus or on the specific evaluation form.

**Summative Narrative Assessment:** Written comments from faculty about student performance designed to summarize achievement relative to the learning objectives. These comments are typically associated with scored assessments required for promotion and advancement in the curriculum (as defined in the grading policies).

## **VI. DESCRIPTION**

Each medical student will receive written feedback on their performance, including their non-cognitive achievement during the pre-clerkship and clerkship curriculum. Written feedback will be a component of assessment in each required course, clerkship, and thread whenever faculty-student interaction permits.

### **Pre-clerkship Phase**

Written feedback on an individual student’s performance is required for courses that are 4

weeks or longer and where the intent is that all students will be involved in small group ( $\leq 12$  people) interaction with one, consistent faculty facilitator for each group (who will provide the feedback) for at least 5 academic sessions.

### **Clerkship Phase**

Written feedback is required as a component of the summative assessment for clerkships and courses that are 4 weeks or longer.

### **Threads**

Written feedback on an individual student's performance is required for threads that incorporate individual or small group ( $\leq 12$  people) interaction with the same faculty facilitator (who will provide the feedback) for at least 5 academic sessions during the academic year. Thread directors are responsible for monitoring written feedback and ensuring faculty facilitators comply with feedback requirements.

### **Characteristics of Written Feedback**

Written feedback should be individualized to the student and detail the behaviors, knowledge, and/or skills they demonstrated specific to the learning objectives. While there is no minimum or maximum amount of comments required, 3-5 sentences is an approximate length.

Written feedback will be based on explicit criteria aligned to the learning objectives. The criteria will address cognitive and/or non-cognitive aspects of the student's performance.

### **Appropriate Use of Written Feedback**

Written feedback, whether Formative Narrative Assessment or Summative Narrative Assessment, is considered part of a student's record and may be used in conjunction with other data, to monitor student progress. Formative feedback from any aspect of the curriculum may not be included in the Medical Student Performance Evaluation (MSPE) without explicit permission of the student; however, written feedback for summative purposes (e.g., grading) during the clerkship year may be used.

### **Appeal Process**

If a student has a concern about Narrative Assessment provided to them, they must submit an appeal within two weeks of receipt per the Appeal and Complaint Procedures Policy.

## **VII. RELATED DOCUMENTS**

Appeal and Complaint Procedures Policy  
Clerkship Phase Assessment and Grading Policy  
Elective Phase Assessment and Grading Policy  
Formative Assessment and Feedback Policy  
Pre-clerkship Phase Assessment and Grading Policy  
Professionalism and Expectations for Students' Professional Behavior Policy

## **VIII. HISTORY OF APPROVALS AND UPDATES**

The following list documents policy approvals and updates by oversight authority, date, and summary of changes. This policy is housed on the MD Student Handbook webpage.

- On August 14, 2019, the Medical Education Committee approved the policy.
- On May 13, 2020, the Medical Education Committee approved the update to separate the policy from the MD Student Handbook; to remove requirement that feedback labeled as "formative" occur two weeks before the module ends; and to move verbiage about syllabus template to the Addendum section.
- On May 25, 2021, the Medical Education Committee approved the update to the definitions and clarification of Pre-clerkship Phase written feedback requirements.
- On April 12, 2023, the Medical Education Committee approved the removal of module and M3 to align with the curriculum redesign and remove clerkship directors as final say for MSPE comments.