



Policy Title: Narrative Assessment

Approved By: WR2 Curriculum Committee

Date Approved: 12/7/2023

Review Period: Annually or upon request

Responsible Office or Committee: Student Assessment

Committee **LCME Affiliated Elements:** 9.5

Purpose

To ensure students receive narrative feedback, including information about non-cognitive achievements, to help guide their academic progress.

Policy Statement

The curriculum provides students with opportunities to receive narrative written feedback, both formative and summative, on their performance in an effort to monitor and document their academic progress. Narrative assessment should include comments about student strengths and areas for improvement, citing specific examples whenever possible. Faculty, residents, graduate students, postdoctoral fellows, and other non-faculty instructors play an essential role in providing narrative feedback.

Elements of performance described in narrative assessments should be grounded in the foundational competencies, milestones, and educational program objectives. These may include but are not limited to knowledge, behaviors, attitudes, and skills related to

- research and scholarship
- knowledge for practice
- interpersonal and communication skills
- professionalism
- personal and professional development
- patient care
- teamwork and interprofessional collaboration
- systems-based practice
- reflective practice

During pre-clerkships, students receive narrative feedback when there are appropriate teacher-student ratios (less than or equal to 10:1) and adequate interactions during small group and 1-on-1 instructional method. During clerkships, students receive formative narrative feedback at mid-rotation and summative written feedback at the completion of all core clerkship rotations.