Narrative Description in Assessment Policy MD Program

<table>
<thead>
<tr>
<th><strong>Office of Accountability:</strong></th>
<th>Associate Dean, MD Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Office of Administrative Responsibility:</strong></td>
<td>MD Program</td>
</tr>
<tr>
<td><strong>Approver:</strong></td>
<td>MD Curriculum &amp; Program Committee</td>
</tr>
<tr>
<td><strong>Scope:</strong></td>
<td>Compliance with this MD Program policy extends to all members of the Undergraduate Medical Education community.</td>
</tr>
</tbody>
</table>

**Overview**

The purpose of this policy is to ensure that where possible, a narrative description of medical student performance is provided in order to provide detailed assessment to the student as formative and/or summative feedback.

**DEFINITIONS**

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use.

<table>
<thead>
<tr>
<th><strong>Narrative assessment</strong></th>
<th>A written description of a student’s performance that is provided to help guide learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required learning experience</strong></td>
<td>An educational unit (e.g., course, block, clerkship rotation or longitudinal integrated clerkship) that is required of a student in order to complete the medical education program. These educational units are usually associated with a university course code and appear on the student’s transcript. Required learning experiences are in contradistinction to electives, which are learning experiences of the student’s choosing.</td>
</tr>
</tbody>
</table>
Formative Assessment | A range of formal and informal assessment procedures conducting during the learning process that are not part of the summative assessment at the end of the educational unit. Narrative feedback that can be used by students to identify strengths and weaknesses and target areas for improvement.

| Summative Assessment | Formal assessment at the end of an educational unit. Serves to evaluate student learning by comparing it against a pre-determined standard or benchmark.

**Policy:**

The purpose of this policy is to ensure that where possible, a narrative description of medical student performance is provided in order to provide detailed assessment to the student as formative feedback.

Narrative assessment will usually consist of peer evaluation feedback, and/or preceptor/instructor observation included in both formative and summative feedback. Narrative formative feedback is provided to students near the mid-point of a course, active learning component, or clerkship to identify their areas of strength and weaknesses. The narrative summative feedback is provided to elaborate the student’s performance beyond our grading criteria. Summative feedback comments may be included as part of their overall academic records (such as the MSPR letter), while the formative feedback should be made available to students in a timely and relevant manner, for student reflection, and may be reviewed for consideration for context in academic standings.

This policy applies to all required learning experiences.

Inclusion of narrative feedback will be monitored by the Assessment Committee.

**RELATED LINKS**

No related links for this policy.
<table>
<thead>
<tr>
<th>APPROVER</th>
<th>STATUS</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>MD Curriculum &amp; Program Committee</td>
<td>Approved</td>
<td>March 9, 2017</td>
</tr>
<tr>
<td>Dr. Tracey Hillier, Associate Dean</td>
<td>Minor edits for consistency in formatting.</td>
<td>12 June 2020</td>
</tr>
<tr>
<td>MD Curriculum &amp; Program Committee</td>
<td>Approved</td>
<td>24 June 2021</td>
</tr>
</tbody>
</table>