



## **Policy Title**

Narrative Assessment

## **Identifier**

USCSOMG – ACAF – 2.01

<b>Prepared by:</b> Office for Medical Education	
<b>Reviewed by:</b> Curriculum Committee	<b>Review Date:</b> 11/13/2025
<b>Approved by:</b> USCSOMG Policy Committee	<b>Approval Date:</b> 11/17/2025
	<b>Effective Date:</b> 12/01/2025

## **LCME Standards**

9.5– Narrative Assessment

## **Scope**

University of South Carolina (USC) School of Medicine Greenville faculty, staff, and students

## **Policy Statement**

In all modules/clerkships where teacher-learner interaction provides such opportunities, narrative assessment will be provided to students. Narrative assessment can be formative or summative.

Teacher-student interactions considered sufficient to permit narrative assessment in the **pre-clerkship phase** must include both criteria below:

- Faculty-led small group discussions or small group work (e.g. laboratory, simulation, case-based learning) with the same students (in groups of 12 or less) and same faculty for four or more hours throughout the course

Any core module which contains the types of teacher-student interaction described above will use at least one narrative description of each medical student’s performance as a component of the assessment (formative or summative). Any approved competency may be used as the basis for this assessment. Narrative assessment can be provided in pre-clerkship courses that do not meet the above criteria, provided the facilitator demonstrates interactions with all students that permit meaningful feedback.

In all clerkships, narrative assessment is provided as part of the mid-clerkship feedback. In addition, narrative assessment is a required portion of the summative assessment for the clerkship. Summative narrative assessments will be submitted to the Office for Medical Education for inclusion in the Medical Student

Performance Evaluation (MSPE).

## **Reason for Policy**

LCME expects that a medical school ensures that a narrative description of a medical student's performance, including his or her non-cognitive achievement, is included as a component of the assessment in each required course and clerkship of the medical education program whenever teacher-student interaction permits this form of assessment.

## **Definitions**

**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. (Element 9.5)

**Formative feedback:** Information communicated to a medical student in a timely manner that is intended to modify the student's thinking or behavior to improve his or her subsequent learning and performance in the medical curriculum. (Element 9.7)

## **Procedures**

### **Pre-clerkship Phase**

In Biomedical science modules that meet the above criteria, students receive formative or summative narrative assessments at the end of the module.

In IPM I and II, students receive formative narrative assessments in IPM skills sessions in a timely manner.

In IPM I and II, summative narrative assessment is provided on the OSCE, small group faculty evaluations, and student reflections papers.

IPM I and II provides summative narrative comments that go in MSPE six weeks after the completion of IPM Ib and IIb. Final narrative comments are available in OASIS in accordance with the timeliness of grades policy.

### **Clerkship and Post-clerkship Phase**

In clerkships, all faculty submit narrative descriptions of student performance in Oasis. Clerkship Directors provide narrative assessments during the mid-clerkship feedback session and summative narrative assessments at the end of the clerkship.

### **Review and Challenge Process**

Students who wish to review and challenge a summative narrative assessment must follow procedures outlined in the grade appeal policy.

## **Monitoring**

Completion of narrative assessment is monitored in the Biomedical Sciences modules by the Assistant Dean for Pre-clerkship Education. Completion of narrative assessment in IPM and Clerkships are monitored by the Assistant Dean for Clerkship and Post Clerkship Education.

## **Sanctions**

Additional faculty development on providing narrative assessment as needed

## **Additional Contacts**

Associate Dean for Program Assessment and Accreditation

## Related Information

USCSOMG – ACAF – 2.00 Grading System

USCSOMG – ACAF – 2.07 Grade Appeal

USCSOMG – ACAF – 2.04 Formative Feedback

## History

Date of Change	Change
July 2025	Updated to reflect curriculum refresh courses. Strengthened language for policy audit.
November 2020	Clarified definition of teacher-learner interaction and identified areas for Narrative Assessment in pre-clerkship curriculum
November 2019	Policy created as part of LCME CQI process