



TITLE OF POLICY

Student Assessment Policy

PURPOSE AND SCOPE

This policy establishes the forms of assessment used to evaluate individual student achievement of the School of Medicine's educational program objectives/competencies across all phases of the medical education program. The policy defines the use of formative and summative assessment methods, including narrative assessment, consistent with course design, educational purpose, and faculty–student interaction.

RESPONSIBLE PARTY AND REVIEW CYCLE

The Education Committee reviews and approves this policy in odd numbered years.

LCME REFERENCE(S)

- LCME 9.4: Assessment System
- LCME 9.5: Narrative Assessment
- LCME 9.7: Formative Assessment and Feedback

HISTORY OF APPROVALS AND UPDATES

- Approved by Education Committee July 2015
- Approved by Education Committee January 2019
- Approved by Education Committee April 2023
- Approved by Education Committee May 2026

RELATED SCHOOL POLICIES:

- UNC Degree Requirements for Doctor of Medicine Policy
- Remediation and Make-Up Policy for Foundation Phase Students
- Foundation Phase Exam and Quiz Policy
- Grading Policy for TEC 2.0 PCC and SHS
- Grading Policy for TEC 2.0 Medical Science Courses
- Application Phase Assessment and Final Grade Policy
- Application Phase Formative Feedback Guidelines
- Accommodations for Students with Disabilities Policy
- Timeliness of Summative Assessments and Grades Policy

POLICY

The UNC School of Medicine defines medical education program objectives/competencies that represent the core knowledge, skills, behaviors, and attitudes that all medical students must achieve prior to graduation. The school maintains a centralized system of assessment oversight to ensure that students meet all required medical education program objectives/competencies across all phases of the curriculum. To evaluate student achievement of medical education program objectives/competencies and enabling competencies, the school employs a variety of assessment methods that include both formative and summative assessments. Assessment methods are intentionally aligned with the educational purpose and

instructional design of each course. Course directors select appropriate assessment methods, subject to review and approval by the relevant phase committees and the Education Committee.

Student Assessment Methods

Student assessment methods within the curriculum may include, but are not limited to:

- Clinical performance ratings
- Institutionally developed quizzes and examinations
- Clinical performance examinations
- Oral and written examinations
- Formative assessment and feedback
- Licensure and standardized subject examinations
- Narrative assessment
- Participation assessment
- Peer assessment
- Self-assessment

Formative Feedback

Formative feedback is provided to students in a timely manner and no later than the midpoint of each course. Formative feedback includes narrative comments from instructors and/or quantitative performance data, which is recorded in the school's evaluation system. Students can access these comments via the evaluation system.

Narrative Assessment

Narrative assessment is a required component of student assessment when sustained faculty-student interaction permits meaningful evaluation of student performance, including noncognitive achievement. Faculty must provide students with narrative assessment on their performance any time a course with 15 or fewer students meets four or more times with the same faculty member. Additionally, narrative assessment is required in all required Application and Individualization Phase clinical courses. Students can access narrative course comments and grades in the school's evaluation system.

Procedure(s):

Assessment methods and narrative assessment expectations are reviewed by the appropriate phase committees and the Education Committee as part of the annual course approval process to ensure consistency across the curriculum and alignment with course design and educational objectives.

Definitions

Assessment: The systematic use of relevant methods to collect, analyze, and use information to determine whether a medical student has met the objectives/acquired the competencies specified for that portion of the curriculum.

Central monitoring: Tracking by institutional (e.g., decanal) level offices and/or committees (e.g., the curriculum committee) of desired and expected medical educational program academic (e.g., clinical experiences) and organizational (e.g., faculty appointments) outcomes.

Formative feedback: Specific, actionable information given during learning that helps a learner improve



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their performance before final evaluation.

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