Policy

Grading and Assessment of Student Learning	
Category: Academic	**Approval Date:** May 28, 2020
Policy Owner: Academic Council	**Effective Date:** July 1, 2020
Policy Administrator: Academic Policy Committee	**Review Period:** 5 years
Recommended by: Academic Council	
Associated Documents: [Grading and Assessment of Student Learning Procedure](#)	

PURPOSE

To provide guidance and expectations to students, faculty, and staff regarding assessment, grading, and reporting. Clarity and consistency in these practices support effective teaching and learning while providing information to students on their progress in meeting their learning goals. Evidence of student achievement measured against the course outcomes is used to make decisions on such matters as eligibility for admission, graduation, awards and scholarships, and academic standing. Credible certification of achievement is critical to students seeking employment or admission to other post-secondary institutions.

SCOPE

This policy applies to students, faculty and staff responsible for assessing, grading, and reporting grades. Assessment and grading for non-credit career development programs is included in the [Non-credit Programming Policy](#).

POLICY

1. Assessment is the ongoing process of collecting evidence of student learning. Providing feedback to students and instructors can inform the teaching and learning process.

2. Student learning is assessed on the basis of the learning outcomes stated in the course outline. Instructors provide learning opportunities for students to achieve these outcomes. Assessment results and grades are assigned based on student progress toward achieving the learning outcomes.

3. Students are informed about the assessment and grading practices used in a course through the course outline, along with any established School standards.

4. Assessment is developed from research-informed practices on teaching and learning. Grading of a student's performance may be based on a variety of assessment methods

(e.g., assignments, projects, performance-based tasks, portfolios, interviews, presentations, self-reflection, quizzes, tests, and final exams).

5. Ongoing formative assessment is an important part of the learning process. This constructive feedback helps instructors and students gauge progress and form action plans to improve academic performance.

6. Learner-centered assessment assists students in developing their ability to self-assess and self-reflect.

7. Student learning is assessed fairly and without discrimination or disrespect, across sections, courses, programs, and time.

8. Grading in post-secondary academic programs may incorporate assessment practices that are criterion-referenced, norm-referenced, or a combination of both.

9. Grades are reported to students confidentially.

10. Schools may establish standards that guide assessment and grading practices.

RELATED POLICIES
Academic Schedule
Academic Standing
Course Outline
Final Examination
Graduation and Completion
Learning Management System
Program Quality Assurance