

**SUBJECT**
**Student Assessment and Evaluation**

Document reposted December 2018. No change to content.

**BACKGROUND**

The College will demonstrate accountability by designing assessments and evaluations that are linked to course learning outcomes, are communicated in course outlines and provide students with opportunities to demonstrate their learning. The purpose of this policy is to support a consistent approach to the assessment and evaluation practices across Northern College.

**POLICY STATEMENT**

This policy shall serve as a guide for student assessment and evaluation and applies to all forms of assessment and evaluations in courses offered by Northern College except where extenuating circumstances apply. E.g. External accreditation, collaborative programs, clinical placement, field placement, etc.

**DEFINITIONS**
**Assessment**

- Is the process of gathering information that accurately reflects a student's achievement of curriculum expectations in a course. Assessment is based on the demonstration of a student's achievement of learning outcomes. (See [A-26-PR-1 Procedure, Section I](#))

**Formative Assessment**

- Formative assessment refers to the gathering of information or data about student learning in relation to learning outcomes during (forming) a course or program; used to guide improvements in teaching and learning. Formative assessment activities are usually low-stakes or no-stakes; they may not contribute substantially to the final evaluation or grade of the student or may not even be assessed at the individual student level. For example, posing a question in class and asking for a show of hands in support of different response options would be a formative assessment at the class level. Observing how many students responded incorrectly would be used to guide further teaching. (See [A-26-PR-1 Procedure](#))

**Summative Assessment**

- **Summative assessment refers to** the gathering of information related to individual learning compared with learning outcomes, at the conclusion (summation) of a course, program, or undergraduate career to improve learning, or to meet accountability demands.

ISSUE DATE	SUPERSEDES	MANDATORY REVIEW DATE	REFERENCE	SECTION	PAGE OF	
2016-08-23	NEW	2021-08-23	A-26 PR	ACADEMIC	1	7

**SUBJECT**
**Student Assessment and Evaluation**
**Course Learning Objectives**

- Articulate the knowledge and skills you want students to acquire by the end of a lesson, module, or component of the course

**Course Learning Outcomes**

- Terminal statements that indicate what a student is reliably expected to demonstrate at the end of a program.

Faculty at Northern College may use either terminology dependent upon the needs of their students and course. The table below highlights some of the key differences between the terms assessment and evaluation as identified at [ontariolearn.com](http://ontariolearn.com)

Assessment	Evaluation
Emphasis on the teaching process and progress	Emphasis on the mastery of competencies
Focus on the Teacher Activity or Student Activity	Focus on Student Performance or Teacher Performance
Methods include: Student Critiques, Focus Groups, Interviews, Reflective Practice, Surveys and Reviews	Methods include: Test/Quizzes, Semester Projects, Demonstrations or Performances
Purpose is to improve the teaching and learning process	Purpose is to assign a grade or ranking
Generally Formative	Generally Summative

**Source:** Adapted from LENS ([League for Innovation](#)): Assessment and Evaluation Modules

**Evaluation**

- Is summative activities that assess student achievement of course learning outcomes after learning opportunities are provided. These activities provide evidence of the degree to which the student has met the learning outcomes. These include, but are not limited to, demonstrations, exams, projects, tests, and quizzes. (See [A-26-PR-1 Procedure, Section I](#))

ISSUE DATE	SUPERSEDES	MANDATORY REVIEW DATE	REFERENCE	SECTION	PAGE OF
2016-08-23	NEW	2021-08-23	A-26 PR	ACADEMIC	2   7

**SUBJECT**
**Student Assessment and Evaluation**
**GRADING**
**1. Grading System**

The following grades are used:

<u>Grade</u>	<u>Grade Point</u>	<u>Meaning</u>
A (80-100%)	4	EXCELLENT: outstanding performance
B (70-79%)	3	GOOD: better than average achievement
C (60-69%)	2	SATISFACTORY: achievement sufficient Enable the student to progress in the course
D (50-59%)	1	MARGINAL: minimum acceptable level of achievement

***In some departments, a “C” or “D” may not be considered a passing grade. Students should consult departmental policies and manuals and course outlines to determine the minimum passing grade for each course.***

F (0-49%)	0	UNSATISFACTORY: Insufficient achievement; must repeat or substitute
TC	Neutral	TRANSFER CREDIT: granted on the basis of previous work covered in another educational institution.
S	Neutral	SUPPLEMENTAL: course is incomplete. (Students should refer to the policy on Supplementals to determine when a Supplemental may be given.)
CR/F	Neutral/0	CREDIT/FAILURE: course is of such a nature that a differential grade of A, B, C, D cannot be assigned. This grade is not included in grade-point average calculation unless the student receives an “F” in which case a grade-point of 0 will be assigned.
CO	Neutral	CONTINUED: course continued in the following semester and grade assigned at that time – not included in grade-point average calculation.

ISSUE DATE	SUPERSEDES	MANDATORY REVIEW DATE	REFERENCE	SECTION	PAGE OF
2016-08-23	NEW	2021-08-23	A-26 PR	ACADEMIC	3   7

<b>SUBJECT</b>	<b>Student Assessment and Evaluation</b>		
	<u><b>Grade</b></u>	<u><b>Grade Point</b></u>	<u><b>Meaning</b></u>
	AU	Neutral	Neutral AUDIT: student has enrolled in this course for information only. No grade is assigned.
	NG*	Neutral	NO GRADE: for some valid reason (such as illness) a grade is not assigned but credit is given for course. Not included in grade point average calculation.
	SC	Neutral	SATISFACTORY COMPLETION
	W	Neutral	WITHDRAWN: student has withdrawn from course(s) between the “Final Date for Course Withdrawal – no academic penalties” and the “Final Date for Course Withdrawal – without failure.”
<p><b>The Student Record System will understand only the above codes and no other code are to be used.</b></p> <p>* A Compassionate (Aegrotat) grade [displayed on transcript as ‘<b>NG</b>’] may be offered when a student whose performance over the majority of the course is fully satisfactory but is prevented from writing one or more final examinations for reasons beyond his/her control.</p> <p>If a student is in this category, the following should occur:</p> <ol style="list-style-type: none"> <li>1. The student informs the appropriate faculty member or coordinator as soon as possible.</li> <li>2. For each course involved, the professor consults with the <b>Vice President Academic and Student Success/Dean</b> to determine if a compassionate grade will be offered.</li> </ol> <p>The student has the right to deny the compassionate grade and complete the course requirements at a time mutually agreed upon with the professor.</p>			

ISSUE DATE	SUPERSEDES	MANDATORY REVIEW DATE	REFERENCE	SECTION	PAGE OF	
2016-08-23	NEW	2021-08-23	A-26 PR	ACADEMIC	4	7

**SUBJECT**
**Student Assessment and Evaluation**
**2. Calculating Grade Point Average**

1. The grade point average (GPA) per semester (Term Grade Point Average) is based on the letter grade (A-B-C-D-F) and calculated as follows:

$$\text{course credit weight} \times \text{course grade numerical value} = \text{course grade points}$$

$$\text{total term course grade points} \div \text{total term course credit weights} = \text{term grade point average}$$

2. The cumulative program grade point average (GPA) is calculated as follows:

$$\text{total of all course grade points} \div \text{total of all course credit weights}$$

where:

course credit weight is the credit weight assigned to a course, 4, 3, 2, 1, 0  
 course grade is the numerical value given to a letter grade:

A (80-100%)	= 4
B (70-79%)	= 3
C (60-69%)	= 2
D (50-59%)	= 1
F (0-49%)	= 0

Neutral grades (TC, S, CR, CO, AU, NG, SC, and W) are not included in the GPA calculation.

**REQUIREMENTS TO GRADUATE**

For most programs, in order to graduate, a cumulative grade point average (GPA) of 2.0 is required, and all required courses must be passed.

**Students should consult departmental policies and manuals to determine the specific GPA requirements for their program.**

Graduation Designations:

With Honours: The distinction of Honours is conferred upon a student who attains a cumulative program GPA of 3.25 (or 81.25%).

ISSUE DATE	SUPERSEDES	MANDATORY REVIEW DATE	REFERENCE	SECTION	PAGE OF
2016-08-23	NEW	2021-08-23	A-26 PR	ACADEMIC	5   7

**SUBJECT**
**Student Assessment and Evaluation**
**RESPONSIBILITY**

The Office of the Vice President of Academic and Student Success is responsible for overseeing the full implementation of this policy.

Administration, Staff, Faculty and Students are responsible for familiarizing themselves with this policy, and acting ethically and in accordance with this policy.

Faculty are also responsible for:

1. Clearly defining and communicating to students, in writing, in course outlines, course outline addendums, placement or practicum manuals, program policies and procedures documents, etc. the criteria to be used in assessing and evaluating the students' work for the course for the entire academic semester.
2. Ensuring the assessments/evaluations are aligned with the outcomes, the right tool is being used to shape or measure the learning, and the student can access the information easily, and all information is available in a timely fashion.

Students are also responsible for:

1. Keeping track of his/her academic standing in each course and in the program and encouraged to seek opportunities to facilitate success by consulting with course professors, accessing advising, attending classes/labs, and by seeking tutoring.

**APPROVED BY PRESIDENT**

  
\_\_\_\_\_

**Fred Gibbons**

**Date** Aug 26/16

**STATEMENT OF ACKNOWLEDGEMENT**

Northern College wishes to acknowledge the work of Centennial College, Conestoga College, OntarioLearn, and Eberly Centre, Northern College Learning Excellence and Innovation Department (LEID) site for their contributions to the development of this policy.

ISSUE DATE	SUPERSEDES	MANDATORY REVIEW DATE	REFERENCE	SECTION	PAGE OF
2016-08-23	NEW	2021-08-23	A-26 PR	ACADEMIC	6   7

**SUBJECT**
**Student Assessment and Evaluation**
**REFERENCE(S)**

Student Assessment and Evaluation Procedure (See [A-26-PR-1 Procedure](#)):

- I. Student Assessment and Evaluation
- II. Grading, Promotion and Requirements to Graduate
- III. Testing, Examination and Supplementals
- IV. Repeated Courses

The [Student Assessment and Evaluation Policy \(A-26\)](#) and [Procedure \(A-26-PR-1\)](#) encompasses the following policies, therefore, declaring them redundant effective August 2016.

- A-8 Evaluation and Tracking of Student Progress
- A-9 Faculty Procedures for Exams
- A-15 Protocol for Assignments, Tests and Exams
- A-17 Repeated Courses
- A-19 Supplementals

ISSUE DATE	SUPERSEDES	MANDATORY REVIEW DATE	REFERENCE	SECTION	PAGE OF	
2016-08-23	NEW	2021-08-23	A-26 PR	ACADEMIC	7	7