

## PROCEDURES

Policy Name	<b>Evaluation of Student Learning</b>		
Policy #	119	Category	Academic
Policy Sponsor(s)	Associate Vice-President, Learning and Teaching	Previous Revision Date	February 2018
Policy Approved by	President & CEO	Revision Date	June 2024
Procedures Approved by	Provost and Vice-President, Academic	Review Date	June 2029

See the related [POLICY](#).

### DEFINITIONS

**Assessment Criteria:** Qualities, characteristics, and expectations of a given learning task. Statements describing what learners are expected to do to demonstrate achievement of the learning outcomes and factors instructors will consider when making judgments about student performance.

**Authentic Assessment:** Meaningful, relevant assessment which asks students to problem solve and demonstrate the skills they have, while also reflecting on and analyzing their understanding. Authentic assessments measure learning outcomes and have application beyond the classroom.

**Course Outline:** The course outline is a formal and official document which provides students with information on course content, course requirements, learning outcomes and the assessment of the learning outcomes.

**Evaluation Methods:** An evaluation method is a process to assess learning. The determination of which evaluation method to use is based on the learning outcomes in a course. Examples of evaluation methods include formal written or oral examinations and tests; research papers, reports or essays; shop or laboratory assignments; journal writing; objective structured clinical exam; observed work procedures and task completion in shops, laboratory, clinical, work placement, or co-operative education environments; presentations; projects; case studies; simulations; and portfolio assessment.

**Formative Assessment:** Formative assessment is assessment *for* learning; occurs during the learning process and helps identify strategy changes and growth areas. Formative assessment provides opportunities for learner growth and does not typically result in a grade/score.

**Summative Assessment:** Summative assessment is assessment *of* learning; an end of learning (step, outcome, or course) process with a final evaluation of knowledge/skills. Summative assessment provides a grade/score.

**Universal Design for Learning (UDL):** A best practice that promotes barrier-free learning. UDL reduces the need for individual accommodations by offering flexibility and choice in how learners receive information, how they interact with the content, and how they demonstrate their learning.

## **PROCEDURES**

### **1.0 General Evaluation Guidelines**

- 1.1 Across the entirety of their program, students should be evaluated using a variety of assessment methods which are based on objective criteria that are aligned to the learning outcomes for each course.
- 1.2 The types of assessment used in a course should be varied. Assessments should be designed following the principles of Universal Design for Learning and to the greatest extent possible be authentic in nature.
- 1.3 Students will receive a course outline and supplemental course information at the beginning of each course which will contain clear and transparent details about the components of evaluation to be administered. All dates and deadlines for summative assessments should be provided to students at the start of the semester. The course outline will be made available on Brightspace in alignment with Saskatchewan Polytechnic's Brightspace Essential Standards document.
- 1.4 After a course outline has been approved by the program head and provided to students by the course instructor, no major changes will occur.
- 1.5 Instructors should create and make available to students guidelines, rubrics, and or assessment criteria for each piece of summative assessment that are in alignment with the grading system in policy 1208 (Grading System and Student Promotion). These criteria should be made available to students on the Learning Management System.
- 1.6 Formative assessment plays an important role in student evaluation by giving the learner the opportunity to practice and grow their outcome competency before being assessed in a summative fashion. Formative and summative assessment should be provided to students throughout the course.
- 1.7 It is recommended that attendance should not be used as a basis for evaluation. If student attendance or presence is required in a course because of external stakeholder requirements and is overtly referenced in the learning outcomes as part of the evaluation criteria, the course outline will provide necessary details required by students to meet the criteria.
- 1.8 Students are required to be present for examinations and tests and to submit other assessments on the required date or deadline. The course outline should clearly indicate the impact on students associated with missed or late summative assessments.
- 1.9 A student who will miss an examination, test, or other assessment deadline is required to contact the instructor or program head prior to the examination/test date, or deadline of the summative assessment. If prior contact is not possible due to exceptional circumstances, the student will contact the instructor or program head no more than two working days following the examination, test, or deadline. The instructor, in consultation with the program head, will determine if the absence is an excused absence and, if so, will arrange for an alternate assignment. An instructor may request documentation for a deferral.

### **2.0 Evaluation Weighting and Feedback**

- 2.1 No single summative evaluation in a course will exceed a weighting of 40% of the final grade. Courses of less than 3 credit units or clinical practice education, when necessary, may have evaluations of greater than 40%.

2.2 Program instructors should work together in setting major summative assessments worth 20% or more of a final grade so as not to create hardships for students. A student who has more than three summative assessments in a 24-hour period may request a deferral or other resolution by submitting a request to the program head. Upon request, the program head will ensure a resolution is reached such that no more than three summative assessments occur within a 24-hour period. The student is responsible for advising the program head of the hardship as soon as they become aware of the conflict and wish to request a resolution.

2.3 Instructors will provide students with timely and meaningful feedback on assessments. The results of each piece of summative assessment in a course should be provided to students prior to the due date of the next summative assessment. Finals grades for the course should be received by students no later than 10 calendar days following completion of the course.

2.4 Summative feedback and grades are considered the personal information of the student and confidentiality associated with the communication of these must be respected.

### **3.0 Academic Accommodations for Students with a Documented Disability**

3.1 A student with a documented disability will be given the opportunity to request an accommodation as outlined in policy 712 (Reasonable Accommodation). It is the student's responsibility to inform the appropriate program head(s) of their request for accommodation of a documented disability and to provide reasonable notice of the requirement for accommodation.

3.2 When an accommodation is required that involves additional time for a student, the program will ensure appropriate breaks and will work with Accessibility Services at Saskatchewan Polytechnic to determine a reasonable workload for the student related to the number of summative assessments in a 24-hour period and the length of exam or test periods based on the disability being accommodated.

### **4.0 Retention and Review of Assessments**

4.1 A retention schedule as specified in policy 809 Records Management will be adhered to for relevant summative assessment documents.

4.2 Instructors will provide an opportunity for a student to review any assessments that are not returned and are retained by the program if a request is made by a student.