

## GRADING POLICY

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### Policy Information & Responsibilities

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**Policy No:** A-04

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**Approved by:** Regional Vice  
President ON

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**Approval Date:** September 01,  
2018

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**Executive Responsible:** Academic Director  
(Regional)

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**Administrator Responsible:** Academic Manager

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**Date of Last Review:** March 01, 2020

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**Next Review:** March 01, 2021

### Revision Dates

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- August 01, 2019 – Replaced Coursework  
Assessment Feedback Policy
- March 01, 2020 – Updated Policy Format

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**Shadya Mahfouz – Academic Director**

## Purpose

To support student success and progression through consistent grading practices (assessment, evaluation and Feedback) across Cambrian at Hanson ('Hanson', 'The College').

## Definitions

**Course:** a unit of study in a program required to achieve a credential.

**Course Learning Outcomes:** is a measurable high-level goal that reflects what the learner should be able to demonstrate as a result of participating in the Course.

**Course Outline:** the official College document that includes the course title and description, credit weight and hours, prerequisites, co-requisites, vocational outcomes, topics, learning outcomes, employability skills, delivery method, learning activities, assessment types and weights, textbooks, resources, and policies. The Course Outline serves as a contract between the college and the student.

**Course Work:** assigned activities, tests, exams or performed skills as part of a Course of study.

**Evaluation:** formative and summative activities and assessments that measure the extent of student learning aligned with Course Learning Outcomes.

**Evaluation Plan:** the detailed evaluation methods and Grading Scheme for a Course, as articulated in the Course Outline.

**Feedback:**     **Formative Feedback:** constructive information transmitted to students to support continued learning and used as a basis for improvement.

**Summative Feedback:** constructive evaluative or corrective information explaining the achievement of the Course Learning Outcome(s) to support continued learning and used as a basis for improvement.

**Grading Criteria or Grading Scheme:** a defined set of criteria used to measure levels of achievement for Course Work.

**Mandatory Pass Component:** a component/requirement deemed essential to the realization of the Course Learning Outcome(s) that must be met to complete the Course.

**Rubric:** An assessment tool outlining various criteria, used for communicating established parameters for assessment and scoring.

## Application/ Scope

This policy applies to all faculty and the assessment and evaluation of student performance in academic programming for all programs of instruction and Courses offered at Hanson.

## Policy Statements

Assessment and Evaluation of student work in all academic programs of instruction and Courses will be conducted to provide ongoing and meaningful feedback to students about their progress and development. All assessment and evaluation of student work will be undertaken under the College's duty to accommodate under the Ontario *Human Rights Code*. Provision of effective and timely feedback is critical in the learning process and will incorporate the following principles –

### 1. Assessment and Evaluation

- a. Through the development of the Evaluation Plan in the Course Outline, the faculty, in conjunction with the College –
  - i. Establishes the means and methods by which the student's learning is evaluated
  - ii. Communicates to students, through the Course Outline, how they are evaluated
  - iii. Conducts Evaluations in a manner consistent with the published Course Outline.
- b. Student assessments must be aligned with, and measure, Course Learning Outcomes.
- c. Students are to be evaluated through a variety of methods, such as tests, assignments, clinical observations, as determined by the faculty and described in the published Course Outline.
- d. Grades are not to be assigned for attending classes. Some Courses may have lab/participation requirements and grades may be awarded for skill demonstration or participation provided the Evaluation is undertaken in a demonstrably objective manner using an Evaluation Rubric/Grading Scheme.
- e. Faculty must evaluate students' work fairly and consistently using written Rubrics/Grading Schemes that are shared with students with the assignment instructions. These schemes use criteria aligned to the Course Learning Outcomes and specify the required standard for success.
- f. Assessment/assignment deadlines are to be articulated and communicated to students.
- g. Typically, no single Evaluation is to count for more than 40 percent of a student's final grade, unless approved by the Academic Administrator (Academic Director, Academic Manager or designate)
- h. Mandatory Pass Components must be consistent with Course Learning Outcomes. A student may receive a failing grade where they have achieved a passing final average grade but have not successfully fulfilled the Mandatory Pass Component. These must not be unreasonably applied.
- i. In the event of an interrupted Evaluation (e.g., emergency, power outage, fire drill, etc.), the faculty member will determine how the interrupted Evaluation will be addressed and advise the students.
- j. Final exams/final assessments are to be scheduled during the designated exam period as per the College's Academic Calendar.

- k. Students are required to write tests and/or complete Evaluations as scheduled. Exceptions may be made in the event of an emergency or a sanctioned event (e.g., field trips, religious observances, etc.). In non-emergency situations, students are expected to contact the faculty member if they cannot be present for a test/Evaluation to explain the reason for their absence. At the discretion of the faculty member, an alternate time for the test/Evaluation may be allowed. Students may be asked for documentation to support their request.

## 2. Feedback

Providing effective feedback on tests, assignments, and other evaluative tools is an integral part of student learning and are essential to the learning process. To be effective, Feedback to students should be timely, graded and returned promptly with the mark/grade and associated feedback to the student within 10 or fewer business days. Feedback provide should be focused, and relevant to the assessment criteria for the task, developmental, and where appropriate, individual to the student incorporating the following principles –

- a. Feedback can be delivered by a variety of methods and may vary in its level of detail and intensity. Feedback to students may include, but not be limited to:
  - i. discussion,
  - ii. continuous assessment to track progress,
  - iii. written comments on work submitted,
  - iv. suggested references or resources,
  - v. model answers,
  - vi. lists of common mistakes,
  - vii. peer and self-evaluation,
  - viii. feedback sheets containing common constructive comments, and/or
  - ix. individual comments.
- b. Throughout the semester, Evaluation/assessment results are formally documented and accessible to the student on a timely basis.
- c. Where assignments or tests require students to build on the proficiencies developed through earlier tests or assignments, students must receive the Feedback on the earlier work before the subsequent due date for the current assignment.
- d. For students to make critical decisions regarding their academic goals, they should typically receive a minimum of 30% of graded Evaluation(s) before the mid-term advising week in e-Grades.
- e. Students have the right to see, review and request additional clarification on marked or graded Evaluation, including final Evaluations/assessments.
- f. Confidentiality must be maintained in the return and discussion of all evaluated Course Work.
- g. To support academic integrity, faculty may retain tests/exams upon review with the student (s).

### **3. Submission of Grades**

- a. To support student success, grades for all assessments must be given to students as assessments are completed within 10 or fewer business days for the due date of the evaluation.
- b. Electronic grade viewing is made available to students throughout the semester.
- c. Faculty are to submit all final grades via by the deadline communicated by the Academic Administrator
- d. Students have access to their grades until the appeal deadline in the Academic Calendar.
- e. Grades are considered final when they are released and posted to the student's record according to the schedule set out in the Academic Calendar.
- f. Faculty have the opportunity to access their grades until the deadline for Student Appeals.

## **Responsibilities and Accountability**

### **Students**

Students have the responsibility to –

- Make use of the Formative and Summative Feedback they receive and to incorporate this information into their learning.
- Complete all Course Work including assignments, tests, and exams by the published submission deadline.
- Inform themselves of the assessment and Evaluation parameters and seek clarification if the parameters are not completely understood.
- Make themselves available for assessments and Evaluations and proactively seek consideration for circumstances that might affect their availability.
- Use, in a timely fashion, identified processes and policies in the event they are dissatisfied with a result on any evaluated Course Work.
- Use available resources to increase their likelihood of academic success.

### **Faculty**

Faculty have the responsibility to –

- Provide an Evaluation Plan and transparent Grading Scheme for all assessments.
- Provide fair and consistent feedback promptly.
- Submit grades promptly.
- Make themselves available to students to provide clarification on assessments.

- Develop assessments that allow students to accurately demonstrate learning outcomes and support academic integrity.
- Participate in any grade appeals processes as required.

#### **Academic Administrators**

Academic Administrators have the responsibility to –

- Approve exceptions in consultation with faculty.
- Ensure the policy requirements are clearly communicated in a timely manner to all faculty and Student Success Advisors.
- Ensure that the terms of the policy are being upheld by faculty.

### **Related Policies / Directives / Regulations**

**Student Appeals Policy**

**Academic Integrity Policy**