**Mohawk College**

**Student Assessment Policy**

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| Policy Number:  Policy Title:  Policy Owner:  Effective Date |

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| **1. Preamble:** Assessment is the process of collecting relevant evidence and making informed judgements to evaluate student learning outcomes. Learning involves all domains of learning Cognitive, Psychomotor and Affective. It is  important to ensure that assessment, evaluation and reporting practices provide a comprehensive view of each student.  **1.1 Purpose:** The purpose of assessment is to:  a) ensure that all student tasks are appropriately designed to determine the extent to which students have  met the knowledge, skills and attitudes within the units of studies.  b) assist teaching staff to make decisions about performance of individual students over a course of study  c) promote the academic standards required for each program and align with institutional learning outcomes  d) reward students effort and achievement with an appropriate grade  e) distinguish the role of formative and summative assessment in student learning  f) determine the role of feedback in assessment and student learning  g) outline the process of assessment  **2. Scope** This policy applies to Postsecondary, Continuing Education, Apprenticeship courses and Community  Training where applicable.  **2.1** The scope of this policy is to articulate the expectations of course assessment plans and to protect students from excessive workloads, and ensure all students are treated equally.  **2.2** This policy applies to all undergraduate and graduate courses, offered by Mohawk College that are evaluated by any form of assessment.  **2.3** The application of this policy is for all students or prospective students of Mohawk College irrespective of the location of  the campus and others contracted to design, administer, and make decisions relating to assessment on behalf of the College.    **3. Definitions:**  **3.1 Assessment** is a process whereby evaluative judgements are made in relation to the students learning achievements  relative to required standards. Assessment serves a range of purposes including:   * Supporting the development of student learning (formative assessment) * Measuring and certifying the level of student achievement (summative assessment) * Monitoring student learning as a measure of educational effectiveness (continuous assessment)   **3.2 Learning Outcomes:** Learning Outcomes are observable and measurable behaviors specific to the knowledge, skills and  attitudes students will gain through their coursework .  **3.3 Assessment and Evaluation:** Assessment and Evaluation should be a planned approach including a variety of data  to determine students` level of achievement in formative and summative assessments.  **3.4** **Assessment Criteria:** Assessment criteria are statements of performance attributes found in marking schematics and  rubrics, that guide students to decipher what is important in the completion of each component of the assessment or  evaluation.  **3.5**  **Standard**s - Program standards apply to all similar programs of instruction offered by colleges across the province.  Each program standard for a postsecondary program of instruction includes the following elements:   * Vocational standard (the vocationally specific learning outcomes which apply to the program in question), * Essential employability skills[**\***](http://www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/#note) (the essential employability skills learning outcomes which apply to all programs of instruction), and * General education requirement (the requirement for general education in postsecondary programs of instruction).     **3.6 Assessment Feedback –** Assessment feedback is helpful information that help students understand how their  Performance has been interpreted, scored and assessed. Feedback can include how a certain assessment grade was  derived, the qualities in the performance, recommendations for improvement, and steps to follow for future performance.  **3.7** **Grading** – includes the evaluation of students’ products and performance to determine proficiencies in relation  to competence. Grading informs teacher and student the level of present performance relative to required performance  and allow for remediation or additional academic assistance for improvement.  **4. Principles:** Student assessment will be designed to ensure that students have achieved the stated curricular learning outcomes  and competency levels ascribed to a particular course and program. Students assessment practices will be guided  by research and best practices according to the Ministry standards and transparent and available to all students and faculty.  **5. Accountability** Assessment of student progress shall be the professional responsibility of the individual teacher. Assessment  **and Compliance:** practices will be regularly reviewed at the institutional, school, program and course levels as part of Mohawk  College`s ongoing quality assurance and improvement processes. Assessment practices at Mohawk College will  exemplify ethical practice, be efficient and equitable, and will provide all students with information about the  standards required for success.  **6. Planning of** The processes of design and implementation and administration of assessment of student learning at Mohawk College will  **Assessment:** ensure that assessment practices within programs and courses facilitate the achievement of specified learning outcomes and  graduate employment capabilities.  **The following processes should be followed:**  **6.1** Assessment Design **–** Mohawk assessment practice will:   * Focus on learning and teaching efforts based on intended learning outcomes and the development of graduates prepared for the workplace in their field of study * Promote active learning through student engagement and learning through assessment * Assist students to develop their knowledge, skills and capabilities in meaningful ways in disciplinary, professional and personal contexts * Recognize and accommodate student diversity by proving assistance for alternate testing environments     **6.2** **Grading**   * Grading of students’ performance on assessments will align to standards-based approaches * Specific criteria should be used as indicators of learning * Grades for courses and program should accurately reflect students’ performance at each level * For more details refer to the Grading Policy AC702   **7. Implementation Assessments are expected to be placed progressively over the semester**  **of Assessment**   * Assessment activities (tests, projects, exams etc.) should be strategically spread over the semester * The importance of each measure of students’ performance should be clearly aligned with the course learning outcomes * Care should be taken to avoid a heavy assessment load towards the second half of the semester * More than one assessment task should be graded before mid-semester to determine students’ success * Penalties applied to late submission of assignments should be made clear * Students who add a class after there has been an assessment should be given the opportunity to make up that assessment * All students’ group/teamwork should be graded and returned with promptness * When assignments are built on an earlier assessment students should be given feedback before the final assignment due date * For students to be able to self-assess their progress in a course, some graded work should be returned prior to the deadline for dropping courses * When there are interruptions to scheduling of a test or assignment- a new date should be set for the assessment * In case of a fire alarm during a test or an emergency evacuation there shall be no penalization for assessment but hey should be rescheduled accordingly.   **7.1 Assessment Feedback**   * Assessment practices will ensure timely, constructive feedback that has value for students * Grades given should be justified through grading rubrics, marking schematics, guides * Strengths and weaknesses should be identified * Feedback should include strategies for improvement   **7.2 Special Accommodation**   * Special accommodation for tests and submission of assignments may be given to those who are ill * Students will submit the required documentation for exemptions * Considerations will be made relative to student’s performance in other assessments in the semester and the circumstances, background, nature and severity of the event * Students should be notified in writing of any such decisions made about alternate assessments   **7.3 Exemptions**  Exemptions from tests, assignments, projects etc. may be dependent on specifics of the program and the department.  Please refer to your program website.    **8. Review of Grades**  Grounds upon which a student may request a review of a grade are that:     * An error has occurred in the calculation of the grade * The grade is inconsistent with the published assessment requirements or assessment criteria   **8.1 Student Appeals**  To lodge a formal appeal on grades please refer to the process outlined in Policy AC709- Academic Appeals  **9. Academic Transcript**  All grades including grades for repeated subjects will be included in the student’s Academic Transcript**.**  For more details refer to the Grading Policy AC702  **10. Rules**  The grading of students` performance on assessments will conform to a standards-based approach comprising explicit  articulation of what students are required to learn (learning outcomes), what criteria will be used as indicators of their  learning, and the standards at different levels of achievement.  Grade procedures will result in the production of grades and reports at the course and program levels that are  Valid, reliable, and accurate representations of student`s performance. |
| **11. Policy Revision**    **12. Specific Links**  Grading and Transcripts Policy - <http://www.mohawkcollege.ca/Assets/Policies/AC702.pdf>  Program Promotion and Graduation Requirements - <http://www.mohawkcollege.ca/Assets/Policies/AC700.pdf>  Academic Appeals Policy - <http://www.mohawkcollege.ca/Assets/Policies/C709.pdf> |