



George Brown College Assessment of Student Learning Policy

Category:	Academic
Policy Number:	A006
Responsible Authority:	Office of the Vice President Academic
Approval Authority:	Office of the Vice President Academic
Date of Original Policy Approval:	2019-09-01
Last reviewed:	N/A
Mandatory Revision Date:	2026-09-01

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PURPOSE

The Assessment of Student Learning policy seeks to ensure that assessments are transparent, applied consistently, and are congruent with course learning outcomes; and that students receive an accurate and fair assessment of their work

SCOPE

All George Brown students will be afforded an equitable framework to ensure fair treatment with respect to the conduct and scheduling of formal learning assessments, grading, and handling of student work once an assessment is complete.

DEFINITIONS

This includes an explanation of terms and abbreviations used within the policy and procedure.

Word/Term	Definition
Accommodation	Services, adaptations, adjustments and/or strategies to equalize opportunities for a person in meeting the essential requirements of applying for or achieving the learning outcomes in a course or program. Appropriate accommodation provides individuals with an equal opportunity to attain an equitable level of performance and mastery of learning outcomes that is experienced by others. Examples include reasonable time off to observe religious holidays or providing additional time during exams for students with disabilities.
Assessment	Any form of student activity in a course for which a grade is granted by the faculty member.
Faculty	The academic staff responsible for the course
Learning Outcomes	Learning outcomes are statements of what a learner is expected to know, understand and/or be able to demonstrate after completion of a course of study. Learning outcomes are clearly stated in the course outline.
Ministry of Training, Colleges and Universities (MTCU)	The MTCU is responsible for the administration of laws relating to education and skills training. For more information go to the Ministry website: https://www.ontario.ca/page/ministry-training-colleges-universities . Ministry of Training, Colleges and Universities is responsible for the administration of laws relating to education and skills training. For more information go to the Ministry website: https://www.ontario.ca/page/ministry-training-colleges-universities .
Policy	A statement of basic principles, rules, regulations and/or guidelines, developed and enforced to direct and/or limit actions and activities
Procedure	The operational processes required to implement college policy, to be provided as a clear sequence of instructions to be followed
Program	An approved combination of courses in a subject area(s) that fulfils the requirements for a degree, diploma, or certificate.

POLICY

1.0 General Principles

- 1.1 The primary purpose of assessing student learning across the college is to allow each student to demonstrate their progress in achieving learning outcomes.
- 1.2 The college is committed to equitable assessment of student learning that is fair and transparent ensuring students are treated respectfully and impartially. This includes students who require academic accommodation, in accordance with college policies and regulations as well as provincial legislation.
- 1.3 The college encourages innovation in course delivery and student assessment.
- 1.4 George Brown College is committed to accommodating the needs of students with disabilities as a means to preventing and removing barriers that might impede students from participating fully in the educational environment. A reasonable accommodation may require an alteration to an assessment in a manner that supercedes this policy. Students who require an accommodation should access the Accessible Learning Policy and contact Accessible Learning Services.

2.0 Grading and Assessments

- 2.1 All students shall be provided with a course outline that describes the means of evaluation to be used in the course. It shall include but will not be limited to:
 - 2.1.1 The number, nature and forms of assessment to be used in the course;
 - 2.1.2 Whether any or all of the assignments, projects and examinations are mandatory for obtaining a passing grade in the course;
 - 2.1.3 The relative weighting of each assessment;
 - 2.1.4 The approximate date for each assessment.
- 2.2 Assessments must be linked to course learning outcomes.
- 2.3 Students will be evaluated using a variety of assessment methods that are scheduled throughout the term using the principles of inclusion, access and engagement. If a course does not include a variety of assessment methods throughout the term, it must be communicated to students in the course outline.
- 2.4 Unannounced assessments (that is any assessment not included in the course outline) may be used to provide formative feedback but will not contribute to the calculation of the final course grade.
- 2.5 Participation may account for a maximum of 10% of the final grade.

2.5.1 If a course includes a participation assessment that represents a greater portion of the final grade, the criteria by which it will be assessed must be communicated to students in the course outline.

2.6 Grades cannot be assigned for attendance.

2.7 Some courses necessarily require students to be present for skill demonstrations of foundational learning and skill demonstrations relating to the health and safety of students, the public, vulnerable populations, and our community partners in order to receive the course credit. This must be communicated to students in the course outline and must be directly linked to one or more learning outcomes.

2.8 Bonus marks may only be included in the assessments included in the course outline. Bonus marks may account for no more than 3% of the course's final grades and must be available to all students in a course.

2.9 **Grading:** Grades indicate a student's status within a course and/or program and provide a basis for decisions regarding recognition of excellence, promotion, academic probation and registration. The assignment of grades for any assessment is based on the college's standards as outlined in the **Grading System Policy** [http://www.georgebrown.ca/current_students/grades/].

2.10 Faculty must have returned graded assessments to students representing no less than 30% of the final grade prior to the course's date for withdrawal without academic penalty. If a course does not adhere to this policy statement it must be communicated to students in the course outline.

2.11 Faculty must have returned graded assessments and/or have posted grades on the college's Learning Management System representing no less than 50% of all assessments in the course to students prior to a course's final assessment. If a course does not adhere to this policy statement it must be communicated to students in the course outline.

2.12 Changes to assessments during the course, or the relative weighting of these assessments, should be avoided. Where they cannot be, these changes must be clearly communicated to students well in advance of the due date or test date.

2.13 **Reviewing Assessments:** Provided the request is made within a reasonable time after the notification of a mark, every student has the right to review any written assessment or examination for which they have received a mark.

3.0 Assessments Taken from Digital Learning Materials

3.1 Students must be informed when published digital text resources, which are to be used for an assessment, are included within their course material fees.

- 3.2 Students must be provided with a non-fee assessment alternative upon request when assessments within a course are taken directly from digital learning materials that are not included in the student's course material fees.
- 3.3 Assessments taken directly from digital learning materials should be consistent with the college's academic policies and values.

4.0 Accommodations and Deferrals

4.1 Assessment Accommodations for Students Registered with Accessible Learning Services: Modified assessments, or alternate forms of assessment may be utilized to reduce barriers to student success; however, course and program outcomes cannot be altered. To receive an accommodation, a student with a disability must register with the college's Accessible Learning Services department [<http://www.georgebrown.ca/accessible-learning-services/>].

4.1.1 **Faculty Role:** When a faculty member receives appropriate documentation from Accessible Learning Services, they will adapt assessments where appropriate to meet individual accommodations. Where faculty are unsure or require clarification on how to provide alternate forms or modified assessments, they should contact Accessible Learning Services for support.

4.2 Accommodations for Religious Observance: George Brown College respects the diverse religious beliefs and practices of all members of our community. Accommodations are made, whenever possible, for religious observances in each tradition.

4.2.1 It is the student's responsibility to contact the faculty to arrange the accommodation for a test, exam, or clinical placement, work placement or any other academic situation that conflicts with a day or time period for religious observances. Students requiring an accommodation for a religious holiday must notify their faculty in writing a minimum of two weeks prior to the required accommodation.

5.0 Supplemental Assessments

- 5.1 A supplemental assessment is a privilege and not a right. It may be granted by a Professor on an individual basis to students who have failed a course after completing the entire course and attempting the final assessment.
- 5.2 Supplemental assessments are not permitted if the student has achieved the minimum passing grade, as defined by the program, for the course.
- 5.3 The maximum grade attainable as a result of the supplemental assessment is the minimum passing grade in the course.
- 5.4 A student may only be granted one supplemental assessment for an individual course.

6.0 Assessment Record Keeping

6.1 Faculty will maintain accurate records of student assessments for three years after course completion or submit these to the academic department [see Section 3.5 of the **Code of Conduct: Academic Employees:**

http://www.georgebrown.ca/policies/Employee_Code_of_Conduct_Academic_Staff.pdf].

6.2 Faculty will communicate the results of assessments to students. It is recommended that all faculty post grades for all assessments using the college's Learning Management System.

7.0 Students are responsible for exercising due diligence to ensure they:

7.1 Know and meet the assessment requirements of a course [including how work is to be submitted] or ask for clarification in a timely manner.

7.2 Inform the faculty immediately (in person or by George Brown College email) if any assignment deadline or exam date cannot be met due to extenuating circumstances, and provide appropriate documentation to demonstrate those extenuating circumstances upon request of faculty. Students not meeting assignment or testing dates may receive a zero for that part of the course grade.

7.3 Retain copies of submitted written assignments until the final course grade is received.

7.4 Use their college email for all correspondence with their faculty.

8.0 Reassessment of Student Work

8.1 Students have the right to request the reassessment of a test or assignment worth at least 20% of the final grade [See Appendix #1 for an outline of the Reassessment Process]

8.2 The grade in question may be maintained, raised or lowered as a result of a re-assessment by the original assessor.

There are some assignments that do not lend themselves to independent re-assessment (examples might include presentations or performances). These assessments may, however, be appealed through the Academic Appeals process [see **Academic Appeals Policy:** <http://www.georgebrown.ca/policies/appeals.pdf>].

Appendix #1 PROCESS FOR REASSESSMENT OF STUDENT WORK

Summary of the steps, timelines, and responsibilities in the Reassessment of a Student Assessment.

STAGE 1 Reassessment Request

Step 1

Timeline: Within 10 working days of receiving a grade or academic decision

Action: The student contacts the faculty member to arrange a meeting to discuss their academic issue.

Step 2

Timeline: Within 5 working days of the student's request to the faculty member

Action: The faculty member responds to the student's inquiry and sets up a meeting. If the faculty member does not respond to the inquiry within the timeframe or is unavailable to meet with the student during the timeframe, the student should contact the program Chair and may proceed to a formal Academic Appeal process.

Step 3

Timeline: Within 10 working days of the student's request to the faculty member

Action: The student and faculty member meet to discuss the issue. The student must clearly explain why they believe a reassessment is required. If a resolution is reached, the academic decision is modified, if applicable. If a resolution is not reached and the student remains dissatisfied with the academic decision, the student may file a Stage 2 Academic Appeal. [see **Academic Appeals Policy** for details: <http://www.georgebrown.ca/policies/appeals.pdf>].

NON-COMPLIANCE IMPLICATIONS

This policy has been sanctioned by George Brown College, requiring compliance across the college. Failure to comply with this policy may result in disciplinary measures commensurate with the offence.

SUPPORTING DOCUMENTATION

Appendix 1: Procedures for Reassessment of Student Assessment under this Policy

RELATED POLICIES

Academic Appeals Policy
AODA Accessibility Policy
AODA, Customer Service Standard Policy
Code of Conduct – Academic Staff
Code of Student Behaviour and Community Standards
Curriculum Policy
Disability Policy
Educational Complaint Resolution Policy
Grading System Policy
Office of the Registrar’s Policies
Persons of Harm Policy
Prevention of Discrimination and Harassment Policy
Code of Student Behaviour and Community Standards

RELATED MATERIALS

Academic Appeal Hearing Manual (available from the Office of Academic Excellence)

