# AC515: Academic Assessment

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| **Policy Title:** | Academic Assessment |
| **Policy Number:** | AC515 |
| **Owner:** | Sr. Vice President Academic and Student Success |
| **Approved by:** | Senior Leadership Team |
| **Effective Date:** | September 2025 |
| **Reference:** | |
| **Links to Other Policy:** | • Grading and Student Achievement policy <br> • Curriculum policy <br> • Academic Appeals policy <br> • LMS Standards policy <br> • Academic Accommodations for Students with Disabilities policy |

St. Lawrence College is committed to making our resources fully accessible to all persons. This document will be made available in alternative format upon request.

## BACKGROUND

**Purpose:**

The purpose of this policy is to set clear expectations, requirements and conditions for assessment and reassessment of student performance in demonstrating achievement of learning outcomes, including timely and constructive academic feedback to support learning and academic progression. Assessments are based on principles of transparency, inclusion and accessibility to best support learner diversity and maximize academic success.

**Scope:**

This policy applies to all courses where assessment of student learning and achievement occurs, with some exceptions warranted by external requirements (e.g., accreditation, clinical placements, etc.).

**Definitions:**

**Assessment** – The process of gathering and interpreting evidence to determine learner progression in a learning process, achievement of Learning Outcomes, and to provide feedback. It can be diagnostic (assessment *as* learning), formative (assessment *for* learning), or summative (assessment *of* learning).

**Course Learning Outcomes** – statements of the knowledge, skills and attitudes students will be able to demonstrate at the end of a given learning activity, module, or course. Courses are sequenced deliberately throughout the program to scaffold learning throughout a program of study.

**Grade** – The college is accountable for evaluating student achievement based on established standards and for communicating these results. The assigning of college defined grades formalizes a student's status within a course and/or program and provides a basis for decisions regarding recognition of excellence, promotion, academic probation and withdrawal.

## POLICY STATEMENTS

1. Assessment is an ongoing process designed to provide learners the opportunity to demonstrate, based on identified rubrics and/or marking schemes, that they have achieved one or more of the Learning Outcome requirements specified in the Course Outline.   The purpose of assessing student performance is threefold:
    a. To measure knowledge, skills, or abilities aligned to the learning outcomes (this includes course learning outcomes, program/vocational learning outcomes and essential employability skills).
    b. To enable objective evidence informed decision-making about student learning, progression, and achievement.
    c. To provide feedback to support student learning processes and progress.

2. Academic Administrators in each school, in consultation with faculty and relevant advisors, will ensure timely collaboration to identify and support learners at risk for retention and/or progression. The course outline will indicate the overarching, broad assessment types, based on the domain and complexity of the learning outcome(s).

3. In alignment with Universal Design for Learning, a minimum of three different assessment types are to be implemented for each course. Within the learning plan, faculty will describe how students will be expected to show evidence of their achievement of the aligned learning outcomes (i.e., whether that be through testing, reflection, demonstration of skill, or an artifact/deliverable). Faculty will indicate the specific assessment strategies which correspond with the broad assessment types indicated on the course outline.

4. No single assessment will count for more than 30% of the final grade, unless approved by the Associate Dean.

5. 40% of the assessments in the course should be assigned, evaluated, and returned by the midpoint of the course, unless otherwise approved by the Associate Dean. At the midpoint of the course, assessment grades and feedback should be posted on the learning management system (LMS).

6. As outlined in the LMS Administrative Policy, faculty are expected to post all assessment grades and feedback on the LMS so that students may view their progress in the course. Faculty are also required to create an overall grade column and upload all final grades to the Student Information System (SIS) at the end of the semester before the designated due date.

7. As per the "AI Usage in the Classroom" policy, faculty cannot upload sensitive information (student work) to a primary or secondary Artificial Intelligence tools for grading purposes.

8. Meaningful and timely feedback is essential for student learning. The grades of each assessment, along with feedback, are to be provided to students within 10 business days following the deadline. For multi-part assessments, students must receive their grade and feedback in time to apply learning(s) to subsequent tasks. Exceptions to this timeline must be approved by the Associate Dean and communicated to students in advance.

9. Providing effective feedback on assessment of skill is essential for closing gaps in student achievement and for advancing learning. Feedback should be constructively aligned with the identified learning outcomes being assessed and individualized to each student.

10. The final grade is the record of each student's performance within a specific course. Corrections for grades must be brought to the attention of the applicable faculty. While there is an appeal process available to resolve disputes about individual assessments, (see: Academic Appeals Policy), the calculated final grade for a course is not subject to appeal.

11. Within the assessment plan portion of the learning plan, faculty are expected to describe how students will demonstrate achievement of the aligned learning outcomes, including key details about assessment requirements, how they are to be submitted, their weightings, due dates, etc.

12. Within the LMS, faculty are expected to provide detailed instructions and a marking rubric for each assessment.  The rubric must have constructive alignment with the learning outcomes being evaluated through the task and be provided to students when the task is assigned in advance of the due date.  Students are expected to meet the timelines and deadlines for all assessments outlined in the learning plan with limited exceptions such as an emergency.

13. Students may at times miss assessments for extenuating and extraordinary circumstances. Students must notify faculty as soon as possible if they are unable to meet an assessment deadline.  Students who miss a scheduled assessment or deadline without discussion and faculty approval will receive a temporary mark of zero. If they are deemed eligible for a make-up assessment or a partial grade reduction, the grade will be adjusted accordingly. Students and faculty should be directed to their program specific late policy where applicable. These situations will be reviewed on a case-by-case basis by the faculty member and, when possible, an alternate opportunity to complete the assessment will be made available. Experiencing diverse challenges and stressors is considered typical within the college experience and are not considered extenuating circumstances. Where more formal academic accommodations may be required relating to disability-related / medical matters, Student Wellness and Accessibility is available to facilitate.  Student Rights and Responsibilities can also assist faculty and learners with matters relating to other Human Rights grounds.

14. False statements or documents used to secure a make-up assessment will be investigated as violations of the Academic Integrity Policy and/or Student Code of Conduct and subject to sanctions depending on outcome.

15. The College supports accommodation needed by students during assessments in accordance with Academic Accommodations for Students with Disabilities policy.

16. Any program-specific procedures related to academic assessment must be consistent with this policy.

**MONITORING**

Sr. Vice-President Academic and Student Success

**NEXT POLICY REVISION DATE**

September 2030