

Policy Name	LEARNER ASSESSMENT AND EVALUATION		
Policy #	109	Category	ACADEMICS
Steward	VP, Academics	Date Approved	July 1, 2023
Next Review Date		Date Reviewed or Revised	

POLICY

The College believes that learner assessment and evaluation is an essential element in the teaching-learning cycle. It is a continuous process that is carefully planned and systematically implemented. Assessment and evaluation are critical elements that influence instructor and learner decision making and actions. Evaluation emphasizes making assessment authentic to allow relevant application of skills. Learner assessment is the responsibility of instructors, who adhere to the assessment and evaluation procedures and standards of the curriculum developers and the College.

The purpose of this policy is to provide guidance for learner assessment and evaluation processes. The College recognizes that in PSE and Corporate Training/Continuing Education courses the assessment processes will follow the expectations of the credit-granter.

PRINCIPLES

The following guiding principles are from the Saskatchewan Learning document, “Learner Evaluation: A Teacher Handbook”:

1. *Evaluation should be an integral part of the teaching-learning process.*
2. *Evaluation should be a planned, continuous activity.*
3. *Evaluation should reflect the intended outcomes of the curriculum.*
4. *Evaluation should assist teachers in meeting individuals’ needs and providing appropriate programs for learners.*
5. *Evaluation should include not only measurement but also interpretation and judgment.*
6. *Evaluation should be sensitive to socio-demographic differences such as culture, gender and geographic location.*
7. *Evaluation should be based on a variety of indicators that may be norm-referenced, criterion-referenced, or self-referenced.*
8. *Evaluation should provide information within cognitive, affective, and psychomotor domains.*

9. *Evaluation should use assessment techniques for formative, diagnostic, and summative purposes.*
10. *Evaluation should respect and safeguard confidentiality of learner information.*
11. *Evaluation should be fair and equitable, giving all learners opportunities to demonstrate the extent of their knowledge, skills, and abilities.*
12. *Evaluation should provide positive, supportive feedback to learners.*
13. *Evaluation should foster learners' abilities to transfer knowledge into life experiences.*
14. *Evaluation should encourage active participation and learner self-appraisal to foster lifelong learning.*
15. *Evaluation should provide opportunities for learner development and improvement.*
16. *Evaluation should include the communication of a teacher's overall evaluation plan to learners in advance. Learners should be made aware of the objectives of the program and the procedures to be used in assessing performance relative to the objectives.*
17. *Evaluation should be regularly communicated to learners in a meaningful manner.*

DEFINITIONS

Outcomes	define what a learner is expected to know and be able to do at the end of the Post-Secondary level course. Therefore, all curriculum outcomes are required
Indicators	are examples of ways that learners might be asked to demonstrate achievement of an outcome. They serve as examples of the type of evidence that instructors would accept to determine the extent to which learners have achieved the desired learning results.

PROCEDURES

Each instructor at the College is required to:

1. Provide each learner with written notice as to how they will be assessed in each subject, including a timeline, at the beginning of the course.
2. Provide each learner with a written and oral progress report at least once a month.
3. Evaluate and return to learners' regular assignments and projects in a timely manner.
4. Retain tests and examinations used in learner evaluations for a period of one year.
5. Retain records of learner progress for one year with the official transcript being stored permanently in learner files.
6. Submit all final marks in a timely manner and ensure that all outside marking

report forms are returned to the program assistants for entering immediately following course completion.

7. Provide Adult Education learners with one opportunity to rewrite final examinations.

In the event, a learner questions the evaluation of their work, they should:

1. Attempt to resolve the issue with the instructor in question.
2. If step one does not result in a solution the learner refers to Policy/Procedure 105 Learner Appeal.

Legislative and Collective Agreement References

- The Education Act

Links to Other Related Policies, Documents, and Websites

- 105 Learner Appeal Policy and Procedures