

Approval Date: May 28, 2012

Assessment and Grading Policy

Office of Accountability:	Provost and Vice-President (Academic)
Office of Administrative Responsibility:	Provost and Vice-President (Academic)
Approver:	General Faculties Council
Scope:	Compliance with University policy extends to all members of the University community.

Purpose

The University's Assessment and Grading policy sets out the fundamental principles and core elements which characterize and guide the assessment of student performance and achievement in for credit programming. The purpose of the policy is to promote both consistency in assessment and grading practices across the university and adherence to appropriate academic standards. It provides for the development of rules and processes that manage student assessment and related activities.

POLICY

ASSESSMENT

Assessment is an integral part of the University's core mission of teaching and learning. It is undertaken in a formative manner to provide feedback to students and in summative form to measure the level of student achievement. Through the assignment of grades by instructors, in the exercise of their judgment, assessment serves as the means whereby the level of student knowledge and achievement is communicated to a variety of stakeholders in the broader world including prospective employers, other academic institutions and accrediting bodies. Given the variety of purposes served by assessment of student performance and achievement, it should be reliable, valid, fair, transparent and consistent with course or program goals and objectives. It must be capable of clear and timely communication to both students and other stakeholders.

Assessment at the University of Alberta is guided by the following principles:

1. Assessment should be integrated into and aligned with the learning experiences and stated objectives/ outcomes of a course and program;
2. While this policy sets out the minimum expectations concerning the design and delivery of assessments, it does not limit the development of other, additional, innovative forms of effective assessment provided they are compatible with the principles stated in this policy;
3. General assessment methods and grading standards must be communicated clearly to students at the beginning of the course or program of study;
4. Clear and transparent assessment criteria should be provided to students throughout the course;
5. In assessment, the University is committed to providing reliable and valid information in which students, prospective employers and accrediting bodies can have confidence;
6. Where possible, assessment should be multifaceted (varied) and timely. Student achievement and performance should be assessed in a formative manner during a course and in a summative manner both during and at the end of a course and program;
7. In the design, delivery and reporting of summative assessments, the University is committed to open, accountable and equitable processes.

GRADING

Grades in any course, examination or other academic assessment shall not be mandated on the basis of a curve or historic distribution of student grades. The distribution of grades shall not be predetermined by any system of quotas

that requires a certain number or percentage of grades at a particular level. However, a Faculty, department or unit may develop and provide guidelines to instructors setting out a reasonable distribution of grades in the Faculty or department. Such (i.e., Faculty or department-specific) guidelines must be brought to the Academic Standards Committee for information and communicated to students through the University Calendar.

DEFINITIONS

There are no definitions for this policy. [▲Top](#)

RELATED LINKS

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[University Calendar](#) (University of Alberta)

PUBLISHED PROCEDURES OF THIS POLICY

[Access to Evaluative Course Material Procedure](#)

[Grading Procedure](#)

[Grading Procedure \(Appendix A\): Historical Distribution of Grades](#)