This document provides regulations for all examinations and presentations in courses offered by the Faculty of Science in the Winter semester of 2022. It extends and interprets the following University-wide assessment regulations:

  An annotated version of this policy with comments and interpretations can be found at [https://www.mcgill.ca/science/advisor-instructor/student-assessment-policy-annotated-0](https://www.mcgill.ca/science/advisor-instructor/student-assessment-policy-annotated-0) (this link requires a login)

### General Principles

Assessment regulations for Fall 2021 and Winter 2022 differ considerably from the assessment regulations in place during the last academic year. The main reasons for this are:

- All students are expected to be in Montreal. There is no longer a need for time zone accommodations and thus no need for assessments to offer extended availability windows.
- Assessment regulations should be as independent as possible from the mode of course delivery (remote or in-person). Since, for example, synchronous assessments are possible in in-person courses, they will also be possible in remote courses.

### 1. Regulations for Written Exams

1.1. Both remote and in-person assessments can be scheduled during regular class time or outside of regular class time. If an assessment is scheduled outside of regular class time, students with exam conflicts must be offered accommodation as described in paragraph 1.5.1.

1.2. Regulations for In-Person Exams

There are no specific regulations for this type of exam beyond the regulations of the University Student Assessment Policy.
1.3. Regulations for Remote Exams

1.3.1. Students must be given extra time to account for potential internet connectivity issues and technical difficulties. This extra time is determined as follows: if the exam is designed to be completed in $x$ minutes, then students need to be given at least

- $x+5$ minutes if $x$ is 50 minutes or less
- $x+10$ minutes if $x$ is greater than 50 minutes but less than 2 hours
- $x+15$ minutes if $x$ is at least 2 hours.

It is recommended to use $x+15$ (or more) for all remote exams scheduled outside of class time.

**Remark 1:** It is thus possible to hold remote exams during regular class time designed to be of up to 45 minutes of length in 50-minute classes, and of up to 70 minutes of length in 80-minute classes.

**Remark 2:** All remote final exams must thus be made available to students for at least 3 hours and 15 minutes.

**Remark 3:** Instructors are free to give their students more time than indicated above; they are also free to offer timed exams with a longer availability window. For example, for an exam designed to be solved in 2 hours, an instructor may decide to make this exam available for 24 hours with the constraint that, once started, students need to complete the exam within 2 hours and 15 minutes.

1.4. Regulations for Final Exams

1.4.1. Final exams may be held remotely or in person (if the pandemic situation at the time permits this.)

1.4.2. Final exams should be designed to be completed in 3 hours. If the final exam is delivered remotely, it needs to be made available to students for at least 3 hours and 15 minutes (see paragraph 1.3.1.).

1.4.3. Final exams may be replaced by a longer form assessment. Workload for such an assessment should not exceed the time typically spent by students on preparing for and writing a final exam. Longer form assessments must be made available to students on the first day of the final exam period at the latest and are due on the last day of the final exam period.

1.5. Accommodations

1.5.1. Assessment Accommodations

Students, who for valid documented reasons (such as illness, family tragedy, religious conflict, participation in an official McGill sports event), cannot submit a required assessment in a course need to be offered one of the following two accommodations:

- a deferred exam, or
- shifting of the weight of the assessment to another graded component (or components) of the course. The re-weighted assessment scheme is still subject to paragraph 6.1.3. of the University Student Assessment Policy i.e., even after the re-weighting, the weight assigned to the final exam cannot exceed 75%, unless the student agrees to this in writing.
If the second option is chosen, a detailed description of the re-weighting options must be provided in the course outline.

1.5.2. OSD accommodations
1.5.2.1. For in-person exams, the Office for Students with Disabilities (OSD) will handle accommodations for all students registered with their service.
1.5.2.2. For remote exams, it is the responsibility of the instructor to handle these accommodations. OSD will contact instructors in a timely manner with the necessary information on students and the type of accommodation they require.

2. Regulations for Oral Exams and Oral Presentations

1.1. Terminology
- An oral exam is when one student gets orally questioned by an examiner in the absence of other students and in which the grading is solely based on the student’s answers.
- An oral presentation is when a student speaks on a predetermined topic while often using visual support, like a PowerPoint presentation. Oral presentations usually occur in the presence of other students and may be followed by a period of Q & A. The grading is based on the quality of the presentation AND answers to questions.

2.2. Regulations for Oral Exams

While oral exams will be permitted, instructors are urged to consider other forms of assessment. The reason for this recommendation is that the Faculty of Science has little experience with oral exams and there are a number of potential pitfalls to be mindful of—including preserving the right of students to have their grades reassessed as well as avoiding (implicit) bias.

2.2.1. All oral exams need to be recorded unless the student requests to not be recorded. In that case, a second examiner needs to be present for the entirety of the exam. The second examiner needs to be a faculty member knowledgeable in the subject matter of the course. It is the responsibility of the instructor to ensure the availability of a second examiner.

2.2.2. If requested by the examined student, the oral exam can be answered in French.

2.2.3. The total combined weight of all oral exams in a course of level 100 to 400 may not exceed 25%.

2.2.4. The duration of oral exams should be between 10 to 30 minutes. It is suggested that an oral exam worth x% of the total course grade should last for about x minutes.

2.2.5. Instructors need to make accommodations for students if requested by OSD. Accommodations may have to include replacing the oral exam by a different form of assessment.

2.2.6. Instructors need to ensure that all students are asked questions of comparable difficulty. It is strongly suggested to create a list of questions beforehand (potentially containing alternative questions for variability).

2.2.7. Instructors are urged to consider how to avoid (implicit) bias based on language proficiency, preconceived performance expectations, gender, race etc.
2.3. Regulations for Oral presentations

There are no specific regulations for oral presentations in Winter 2022.

3. Special Regulations

3.1. Attendance Grades

Instructors are permitted to use class attendance as part of their assessment scheme as long as its weight is reasonable (5% or less). However, instructors are urged to consider that the fact that a student was present in class or has “viewed” a live lecture or lecture recording does not prove that the student did engage with the course material in any meaningful way. Instructors may want to consider using participation grades instead of attendance grades.

3.2. ``No review" myCourses Quiz Option

**Preamble:** The regulation below refers to an option in the myCourses quiz tool labeled `Paging: Prevent moving backwards through pages", but often referred to as the `no review" or `forward only" quiz option.

The use of the `no review" quiz option on any graded assessment in the Faculty of Science will only be allowed by special permission of a committee chaired by the Associate Dean (Academic) of the Faculty of Science. Submissions for such requests have to be sent on a course-by-course basis to the Associate Dean (Academic) at mailto:adacademic.science@mcgill.ca. Permission will only be granted if convincing pedagogical reasons make the use of the `no review" option more appropriate than other available assessment options. Requests solely based on the prevention of cheating will not be granted.