



Memorandum

Deputy Provost (Student Life and Learning)
James Administration Building, Room 621
845 Sherbrooke St. West
Tel: 514-398-3109

TO: Senate

FROM: Chris Buddle, Associate Provost (Teaching & Academic Programs)
Fabrice Labeau, Deputy Provost (Student Life & Learning)

SUBJECT: *Revised Policy on Assessment of Student Learning*

DATE: Tuesday, April 19th, 2022

DOCUMENT #: D21-53

ACTION REQUIRED: INFORMATION APPROVAL/DECISION

ISSUE Revise the current University Student Assessment Policy (USAP).

BACKGROUND & RATIONALE

The current [University Student Assessment Policy \(USAP\)](#) was approved in 2011 with the most recent amendment passed in 2016. The Assessment Policy Revision Working Group (co-chaired by the Associate Dean of Students and the Director of Teaching and Learning Services, with faculty and student members) has been working for two and a half years to replace the current University Student Assessment Policy (USAP) with a principles-based Policy on Assessment of Student Learning (PASL). The Principles have been presented at Senate and the policy drafts have benefitted from extensive discussions within the Working Group and multiple Faculties, instructors, and student groups, and some members of the Senior Administration. The policy will provide guidance to McGill’s academic units and instructors, articulate mandatory procedures, and establish the limits of permissible practice. The new policy will require the modification of some current assessment strategies at McGill, which in turn may entail changes to teaching strategies. Instructors will require support in making these changes to their assessment and teaching practices.

In addition to the Co-Chairs, this academic year’s version of the Workgroup includes:

- Prof. Manuel Balán
- Prof. Robin Beech
- Dr. Alice Cherestes
- Prof. Miranda Hickman
- Dr. Lisa Starr
- Hossein Poorhemati (PGSS)
- Megan Boyer (Student Advocacy)
- Claire Downie (SSMU)

**PRIOR
CONSULTATION**

Enrolment and Student Affairs Advisory Committee (ESAAC), SSMU Caucus, Legal Services, Enrolment Services, Assessment and Feedback Group, Office for Students with Disabilities, APC Subcommittee on Teaching and Learning, Teaching and Learning Services, AGSEM (The Association of Graduate Students Employed at McGill), Student Leaders' Forum, Engineering, Biochemistry, Urban Planning, Music, Nursing, Medicine, FAES, Economics, French Language Centre, Senate (for information), MAUT.

**IMPACT OF
DECISION AND
NEXT STEPS**

The targeted outcome for this project is to have an approved policy by the end of this academic year, with full implementation at the start of the Fall 2024 academic term. A long window before implementation is deemed important to ensure there is adequate time for awareness and education about the new policy, as well as the development of the skills and knowledge required to implement new approaches to assessment.

A detailed implementation and support plan will include the following:

- Raising awareness about the new PASL by highlighting changes that will potentially have an impact on teaching and learning.
- Highlighting how the changes support teaching and learning.
- Providing guidance and recommended practices for complying with the policy.
- Offering workshops/webinars/podcasts.
- Publishing documentation (e.g., Teaching and Learning Knowledge Base articles); blog posts.
- Producing instructional videos.
- Offering consultations (e.g., review course outlines; design rubrics/rating scales).
 - for individual instructors.
 - for departments/units/Faculties.

**MOTION OR
RESOLUTION
FOR APPROVAL**

This item is presented for information.

APPENDICES

Appendix A: Policy on Assessment of Student Learning
Appendix B: Side-by-Side PASL vs USAP

Policy on Assessment of Student Learning

1. PREAMBLE

Assessment plays an integral role in teaching and learning. Sound assessment practices help to shape and enhance student learning by:

- allowing for fair, meaningful, and effective assessment of a student's learning.
- creating a learning environment that is both healthy and rigorous.
- informing instructors and students as to the extent to which the planned learning outcomes are achieved.

Sound assessment practices exert a profound impact on students' ability to develop the knowledge, skills, and values appropriate for a given academic level. Further, such assessment practices can have a profound positive impact on students' wellbeing.

Faculties, Enrolment Services, and other University units have the authority to and should develop local guidelines and procedures that are consistent with this Policy and any other McGill University regulations.

2. SCOPE

- 2.1. The purpose of this Policy is to provide a set of common principles to guide assessment of student learning throughout McGill University, recognizing the different needs of Faculties and academic units. In doing so, the Policy promotes equity, consistency, effective learning experiences, a healthy learning environment, and academic integrity under the [Code of Student Conduct and Disciplinary Procedures](#).
- 2.2. This Policy shall apply to all undergraduate and graduate courses offered by McGill University for which credit is earned and students receive a final grade on an official McGill transcript.
- 2.3. This Policy shall not apply to credit activities with their own policies and regulations, for example, comprehensive examinations and internships.

3. DEFINITIONS

- 3.1. "Assessment" means the process through which the progress and achievements of a student or students are measured or determined. Based on established criteria and standards, assessment provides ongoing feedback to the student about the quality and extent of their knowledge, understanding, and performance, and determines assigned grades.
- 3.2. "Student" means any person registered in the University for a course, courses, or research activities, whether or not they are a candidate for a degree, diploma, or certificate.
- 3.3. "Instructor" means the member of the academic staff responsible for instruction, the means of assessment, and the grades to be granted in a course.

4. GUIDING PRINCIPLES

The following guiding principles have been developed to inform the McGill University Policy on Assessment of Student Learning. They are intended as the foundation on which Faculties, Enrolment Services, and other University units can develop guidelines and procedures.

4.1 Assessment practices are aligned with and reflective of the commitment to healthy teaching and learning environments underpinning a McGill education.

- a) Assessment practices are conducted in a fair, reasonable, and equitable manner.
- b) Expectations are clearly communicated to students.
- c) Reasonable student concerns are heard and responded to in a prompt and thoughtful manner.
- d) Provisions are made for reasonable scheduling of completion of assessment tasks.
- e) Assessment tasks are sufficiently inclusive and diverse to permit reliable judgements of individual students' knowledge, understanding, and performance.
- f) In setting assessment tasks, students' workloads, task due dates, and the credit value of the course are taken into account.
- g) Provisions are made for reasonable accommodation of student needs.

4.2 Assessment practices uphold high academic standards and promote academic integrity.

- a) Grades are determined based on high standards and are applied consistently.
- b) The instructor is responsible for all students' work assessed by teaching assistants, graders, and external subject matter experts.
- c) Courses offered with multiple sections should have equivalent levels of workload and assessment tasks.
- d) Instructors are provided with support to develop effective and meaningful assessment and feedback strategies.

4.3 Assessment practices are pedagogically sound.

- a) Assessment tasks are aligned with planned learning outcomes.
- b) Assessment tasks may include individual and group work, with assessment criteria that explicitly address the basis for individual and group grades.
- c) Students receive timely and ongoing feedback they can use to improve (formative assessment), and feedback used to judge students' knowledge, understanding, and performance at the end of a unit, course, or program to determine if they have achieved the learning outcomes (summative assessment).

- 4.4 Assessment practices allow for valid and reliable judgments about individual student learning.
- a) The grading system is criterion-referenced: it is designed to indicate an individual student's achievement of clearly stated learning outcomes.
 - b) Ranking students is not the primary goal of assessment.
 - c) The average grade and/or distribution of grades for any course, examination, or other academic assessment task is not predetermined.
 - d) Normally, each course should have more than one graded assessment task, with the exception of single-project courses such as undergraduate/graduate thesis courses, internships, and individual reading courses.

5. RIGHT TO FAIR ASSESSMENT

- 5.1. It is the responsibility of instructors and students to exercise due diligence in familiarizing themselves with the provisions of this Policy and other relevant or applicable [University](#) and Faculty-level policies.
- 5.2. Regardless of mode of delivery, all forms of assessment shall be conducted in such a manner as to promote academic integrity, using strategies such as changing question content, or reordering questions or answers in different versions of the same assessment task.
- 5.3. Students must receive some formative feedback before the University's official course withdrawal (without refund) deadline.
- 5.4. Students registering for courses during the add/drop period shall be provided alternative arrangements for missed assessment tasks (including attendance-based assessment tasks) that were due during the add/drop period.
- 5.5. Instructors must include in the course outline expectations for all assessment tasks, including for participation, detailing explicitly the variety of ways in which grades can be earned. Details include explicit criteria to describe the key elements of students' learning and a rating scale with concrete descriptors for each level of performance.
- 5.6. Graded assessment tasks, including third party rereads, must be available to the student at no financial cost.
- 5.7. Students may view and consult any written assessment, recorded oral assessment, or other artifact they created for which a grade has been assigned, along with an explanation of the grade.
- 5.8. Successful completion of a specific assessment task may be required to pass a course. In such cases, the requirement and a pedagogical justification must be stipulated in the course outline and the assessment task must be worth at least 20% of the final course grade.

6. COMMUNICATION OF COURSE ASSESSMENT TASKS

- 6.1. During the first week of a course, students shall be provided with a course outline that includes a description of the means of assessment for the course, including assessment tasks taking place outside scheduled class time (such as during tutorials, conferences, and labs). This description shall include the due date, weight, structure, penalties for assessment tasks submitted after a specified due date, and mode of delivery of each assessment task contributing to the final grade. Students can be offered a choice of alternative assessment tasks, but these should be explicit and available to all students.
- 6.2. It is the responsibility of students to exercise due diligence in familiarizing themselves with the requirements and due dates for the assessment tasks for a course, as well as the circumstances that would permit academic accommodation.
- 6.3. If a means of assessment is modified after the add/drop period, students must be given the option to decide, by a specified date, whether the original or modified means of assessment should apply towards their individual final grade.
- 6.4. In the event of extraordinary circumstances beyond the control of McGill University, assessment tasks in a course are subject to change, provided students are sent adequate and timely communications regarding the change.
- 6.5. Students shall be permitted to use either English or French in completing any assessment task, except for courses in which acquiring proficiency in a particular language is one of the learning outcomes.
- 6.6. All assessment tasks must have a due date before the last day of the term as specified in the University Calendar.
- 6.7. In-term assessment tasks must not have due dates scheduled in the last 10 working days of classes as specified in the University Calendar, except in these cases:
 - Oral examinations in language courses
 - Take-home assessment tasks (such as essays, papers, examinations, problem sets, and lab reports) if the questions, topics, and/or instructions are given to students in advance (at least 15 working days before the end of classes)
 - Assessment tasks worth 10% or less of the final course grade
- 6.8. No assessment tasks shall be due during the University's official fall and winter reading breaks.
- 6.9. Corrections or clarifications to instructions or content of any assessment task must be documented in a timely manner through University email or the learning management system.

7. REASONABLE ACCOMMODATION FOR STUDENTS

- 7.1. Students requiring disability-related academic accommodations have the right to request reasonable accommodation in fulfilling an assessment task in a course in accordance with the [Policy Concerning the Rights of Students with Disabilities](#). Students who because of religious commitment cannot undertake or submit an assessment task in a course have the right to request reasonable accommodation in fulfilling the assessment task in accordance with the [Policy for the Accommodation of Religious Holy Days](#). Pregnant students and students caring for dependants have the right to request reasonable accommodation in fulfilling an assessment task in a course in accordance with the [Guidelines for the Academic Accommodation of Pregnant Students and Students Caring for Dependants](#).
- 7.2. Students who for valid documented reasons (such as extenuating illness or serious personal circumstances) cannot undertake or submit an assessment task in a course may request academic accommodations within a timeframe that is in accordance with local guidelines and procedures, and instructor approval. Processes around academic accommodation vary by Faculty, and students should consult their academic advisor for the appropriate request pathway.
- 7.3. Students who wish to request an academic accommodation must do so before the last day of the term as specified in the University Calendar.
- 7.4. Exceptionally, if additional information becomes available after an assessment task has been submitted, a request for reasonable accommodation may be submitted within 7 working days.
- 7.5. Students who without a valid documented reason fail to submit an assessment task shall receive a grade of 0 or F for that task (or J in the case of a final assessment).

8. THIRD PARTY REREADS

- 8.1. Students may request an impartial and competent reread by a third party designated by McGill University for any assessment task, including oral assessment tasks that are recorded. Requests for rereads must be made within 10 working days of the date of the return of the graded materials to the student, and reassessments should normally be completed within 20 working days of the request, subject to reasonable administrative arrangements.
- 8.2. Before requesting a third party reread, the student must make a request to the course instructor for an explanation of the grade. This request must be in writing and include a rationale for any requested change of the grade. If a third party reviewer deems the original grade to be inappropriate, it will be revised up or down accordingly. The reviewer's grade overrides the original grade.

9. EXAMINATIONS AND FINAL ASSESSMENT TASKS

- 9.1. In the interest of academic integrity, instructors should modify assessment tasks each time the course is offered to minimize the possibility of students obtaining answers from previous terms.
- 9.2. All examination questions are confidential and shall not be shared or reproduced unless otherwise permitted by the instructor, Department, and/or Faculty.
- 9.3. Instructors are responsible for creating at least two versions of each multiple-choice examination by scrambling the questions and/or responses, or using question pools.
- 9.4. Students must be provided with a high-level description of the format and content of examinations reasonably in advance of the scheduled date.
- 9.5. Regardless of where examinations take place, all students in the same course must be provided with the same access to examination instructions.
- 9.6. If instructors choose to hold an examination after the last day of classes as specified in the University Calendar, it shall be called a “final assessment” and be worth at least 25% and no more than 75% of the final grade.
- 9.7. Faculties are responsible for procedures for deferred, supplemental, and special examinations.

10. PROCESS FOR CONTESTING ASSESSMENT

- 10.1. In cases where a student believes this Policy is not being respected, they are advised to make their concern known by contacting the instructor and/or Program Director/Chair of the Department in writing. A response shall be provided to the student within 7 working days. If the matter is not resolved satisfactorily, any party may refer it to the Office of the Dean of Students or an Associate Dean of the Faculty where the course resides. A response outlining the process and indicating an expected resolution date will be provided within 7 working days. All parties should exercise discretion around the student’s identity to maintain the integrity of the process.
- 10.2. Matters unresolved through these channels may be grieved through the [Code of Student Grievance Procedures](#) under the [Charter of Students’ Rights](#) and students may avail themselves of an advisor as described in the procedures therein. The Office of the Ombudsperson for Students offers confidential, informal, independent, and impartial dispute resolution services.

11. POLICY REVIEW

The Policy shall be reviewed by the Office of the Dean of Students and Teaching and Learning Services every 5 years through a process that includes stakeholder consultation with both instructors and students. Proposed amendments are to be reviewed by Senate.

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| | | <p>10. FACULTY STUDENT ASSESSMENT PROCEDURES 10.1.1 Faculties may develop student assessment procedures provided they are not inconsistent with this Policy or any University regulations.</p> |
| <p>2. SCOPE</p> | | <p>1. SCOPE</p> |
| <p>2.1. The purpose of this Policy is to provide a set of common principles to guide assessment of student learning throughout McGill University, recognizing the different needs of Faculties and academic units. In doing so, the Policy promotes equity, consistency, effective learning experiences, a healthy learning environment, and academic integrity under the Code of Student Conduct and Disciplinary Procedures.</p> | <ul style="list-style-type: none"> • <i>Introduces principles-based approach</i> | <p>1.1 The purpose of this policy is to bring together into a single document all the disparate policies with regard to all types of Student Assessments. This policy is meant to protect the students from excessive workloads, and to ensure that all students are treated equally. Students should be able to write examinations in conditions that permit them to put forth their best effort.</p> |
| <p>2.2. This Policy shall apply to all undergraduate and graduate courses offered by McGill University for which credit is earned and students receive a final grade on an official McGill transcript.</p> | <ul style="list-style-type: none"> • <i>Clarifies range of application</i> • <i>Removes named exceptions</i> | <p>1.2 This policy shall apply to all undergraduate and graduate Courses, offered by the University, that are evaluated by any form of Assessment. Except where otherwise indicated, this policy applies to all Faculties, including those which administer their own examinations.</p> <p>The principles enunciated in this policy shall be applied, appropriately modified, to Courses of less than a 13 week duration.</p> |
| <p>2.3. This Policy shall not apply to credit activities with their own policies and regulations, for example, comprehensive examinations and internships.</p> | <ul style="list-style-type: none"> • <i>Clarifying out of scope credit activities</i> | |
| | | <p>1.3 This policy was approved by Senate on February 16th, 2011.</p> |

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| | <ul style="list-style-type: none"> • <i>See Section 10.1</i> | <p>1.4 Students may come forward in cases of perceived violation of the University Student Assessment Policy. The matter may, as appropriate, be confidentially referred to the Professor, Department Chair, Director or Associate Dean to ensure the spirit of the University Student Assessment Policy is respected.</p> |
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| <p>3. DEFINITIONS</p> | | <p>2. DEFINITIONS 2.1 For the purposes of this policy:</p> |
| <p>3.1. "Assessment" means the process through which the progress and achievements of a student or students are measured or determined. Based on established criteria and standards, assessment provides ongoing feedback to the student about the quality and extent of their knowledge, understanding, and performance, and determines assigned grades.</p> | <ul style="list-style-type: none"> • <i>Assessments include assignments and examinations.</i> | <p>2.1.1 "Assessment" means any form of student activity in a Course to which a grade is to be granted by the Instructor.</p> |
| <p>3.2. "Student" means any person registered in the University for a course, courses, or research activities, whether or not they are a candidate for a degree, diploma or certificate.</p> | | |
| <p>3.3. "Instructor" means the member of the academic staff responsible for instruction, the means of assessment and the grades to be granted in a course.</p> | | |
| | <p><i>See 3.1</i></p> | <p>2.1.2 "Assignment" means any form of Assessment other than examinations.</p> |

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| | <p>Regulations pertaining to exams are overseen by Enrolment Services and will not be replicated here. See https://www.mcgill.ca/exams/regulations and https://www.mcgill.ca/students/exams/dates/conflicts.</p> | <p>2.1.3 “Chair” includes the chairs of departments, directors of Institutes and Schools, directors of departments in the School of Continuing Studies, and deans of faculties without departments.</p> |
| | <p><i>To be addressed in Exam Regulations.</i></p> | <p>2.1.4 “Conflict” means an academic conflict as defined by Enrolment Services. https://www.mcgill.ca/students/exams/dates/conflicts</p> |
| | <p><i>See 2.2.</i></p> | <p>2.1.5 “Course” means any educational activity for which credit may be earned by a Student.</p> |
| | <p><i>To be addressed in Exam Regulations.</i></p> | <p>2.1.6 “Deferred Assessment” means any Assessment provided a Student who for documented legitimate reasons could not complete a Course requirement by its due date.</p> |
| | <p><i>To be addressed in Exam Regulations.</i></p> | <p>2.1.7 “Examiner” means the member of the academic staff (including contract academic staff) who is responsible for the mode of Assessment and the grades to be granted in a Course.</p> |
| | <p><i>To be addressed in Exam Regulations.</i></p> | <p>2.1.8 “Faculty” means all faculties, the School of Continuing Studies, and the Graduate and Postdoctoral Studies Office.</p> |
| | <p><i>To be addressed in Exam Regulations.</i></p> | <p>2.1.9 “Official Examination Period” means the examination period identified in the relevant University calendar.</p> |
| | <p><i>See 3.3.</i></p> | <p>2.1.10 “Instructor” means the member of the academic staff responsible for a Course.</p> |

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| | <i>To be addressed in Exam Regulations.</i> | 2.1.11 “Related Party” means: (i) a member of an Examiner’s or Instructor’s immediate family; (ii) a person living in an Instructor’s household; (iii) a person with whom an Instructor has, or had, a close or intimate personal relationship; (iv) a person with whom an Instructor shares, directly or indirectly, a financial or other interest; or (v) a person to whom an Instructor owes a financial or moral obligation. |
| | <i>To be addressed in Exam Regulations.</i> | 2.1.12 “Spanned-course” means a Course that is taught over more than one semester. |
| | <i>To be addressed in Exam Regulations.</i> | 2.1.13 “Special Examination” means any Deferred Examination held outside of the official deferred examination period. |
| | <i>See 3.2.</i> | 2.1.14 “Student” means a Student as defined in the Code of Student Conduct and Disciplinary Procedures. |
| | <i>To be addressed in Exam Regulations.</i> | 2.1.15 “Supplemental Assessment” means any Assessment provided a Student who receives a grade of D, F,J or U in a course. |
| | <i>To be addressed in Exam Regulations.</i> | 2.1.16 “Take-home Examination” means an examination that is to be written by students outside of a regular examination setting. |

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| 4. GUIDING PRINCIPLES | | |
| <p>The following guiding principles have been developed to inform the McGill University Policy on Assessment of Student Learning. They are intended as the foundation on which Faculties, Enrolment Services, and other University units can develop guidelines and procedures.</p> | <p><i>The Principles serve to define the framework that all local guidelines and procedures must respect.</i></p> | |
| <p>4.1 Assessment practices are aligned with and reflective of the commitment to healthy teaching and learning environments underpinning a McGill education.</p> <ul style="list-style-type: none"> a) Assessment practices are conducted in a fair, reasonable, and equitable manner. b) Expectations are clearly communicated to students. c) Reasonable student concerns are heard and responded to in a prompt and thoughtful manner. d) Provisions are made for reasonable scheduling of completion of assessment tasks. e) Assessment tasks are sufficiently inclusive and diverse to permit reliable judgements of individual students' knowledge, understanding, and performance. f) In setting assessment tasks, students' workloads, task due dates, and the credit value of the course are taken into account. g) Provisions are made for reasonable accommodation of student needs. | | |

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| <p>4.2 Assessment practices uphold high academic standards and promote academic integrity.</p> <ul style="list-style-type: none"> a) Grades are determined based on high standards and are applied consistently. b) The instructor is responsible for all students' work assessed by teaching assistants, graders, and external subject matter experts. c) Courses offered with multiple sections should have equivalent levels of workload and assessment tasks. d) Instructors are provided with support to develop effective and meaningful assessment and feedback strategies. | | |
| <p>4.3 Assessment practices are pedagogically sound.</p> <ul style="list-style-type: none"> a) Assessment tasks are aligned with planned learning outcomes. b) Assessment tasks may include individual and group work, with assessment criteria that explicitly address the basis for individual and group grades. c) Students receive timely and ongoing feedback they can use to improve (formative assessment), and feedback used to judge students' knowledge, understanding, and performance at the end of a unit, course, or program to determine if they have achieved the learning outcomes (summative assessment). | | |

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| <p>4.4 Assessment practices allow for valid and reliable judgments about individual student learning.</p> <ul style="list-style-type: none"> a) The grading system is criterion-referenced: it is designed to indicate an individual student's achievement of clearly stated learning outcomes. b) Ranking of students is not the primary goal of assessment. c) The average grade and/or distribution of grades for any course, examination, or other academic assessment task is not predetermined. d) Normally each course should have more than one graded assessment task, with the exception of single-project courses such as undergraduate/graduate thesis courses, internships, and individual reading courses. | | |
| <p>5. RIGHT TO FAIR ASSESSMENT</p> | | <p>3. GENERAL 3.1 Right to Fair Assessments:</p> |
| | <p><i>See Principle 4.1 Rights under the Charter of Student Rights are not repeated.</i></p> | <p>3.1.1 The evaluation of a Student's performance in a Course shall be fair and reasonable, and shall reflect the content of the Course. <i>(Article 12 of the Charter of Student Rights)</i></p> |
| <p>5.1. It is the responsibility of instructors and students to exercise due diligence in familiarizing themselves with the provisions of this Policy and other relevant or applicable University and Faculty-level policies.</p> | | <p>3.1.2 It is the responsibility of Students to exercise due diligence in familiarizing themselves with the provisions of this policy, the examination schedule, and other University, Faculty and Unit regulations governing the conduct of Assessments.</p> |
| <p>5.2. Regardless of mode of delivery, all forms of assessment shall be conducted in such a manner as to promote academic integrity, using strategies such as changing question content, or reordering questions or answers in different versions of the same assessment task.</p> | <p><i>To include online</i></p> | <p>3.1.3 All forms of Assessment shall be conducted in such a manner as to preserve academic integrity.</p> |

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| 5.3. Students must receive some formative feedback before the University's official course withdrawal (without refund) deadline. | <i>Implementation of bullet 3 in preamble and Principle 4.3</i> | |
| | <i>See 4.4.d</i> | 3.1.4 There should be more than one Assessment for each Course. ^{1,2} |
| 5.4. Students registering for courses during the add/drop period shall be provided alternative arrangements for missed assessment tasks (including attendance-based assessment tasks) that were due during the add/drop period. | | 3.1.5 Students registering for courses during the Add/Drop period shall not be penalized for missed Assessments (including attendance-based assessments) which were due during the course change period. This applies to full term/year courses for which there is an Add/Drop period. |
| 5.5. Instructors must include in the course outline expectations for all assessment tasks, including participation, detailing explicitly the variety of ways in which grades can be earned. Details include explicit criteria to describe the key elements of the students' learning and a rating scale with concrete descriptors for each level of performance. | <i>Extend requirement for rubric to all assessments, not just participation greater than 10%. The term rubric was avoided because of concerns about perceived jargon.</i> | 3.1.6 Normally, participation will not exceed 10% of the final grade. If participation (which may include attendance) is to exceed 10%, instructors must include a clear rubric in the course outline. |
| 5.6. Graded assessment tasks, including third-party rereads, must be available to the student at no financial cost. | <i>Ensure equity in assessment process.</i> | |

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| <p>5.7. Students may view and consult any written assessment, recorded oral assessment, or other artifact they created for which a grade has been assigned along with an explanation of the grade.</p> | | <p>3.6 Review of Assessments by Student 3.6.1 Subject to reasonable administrative arrangements and provided the request is made by a Student within a reasonable time after the notification of a mark, every Student has a right to consult any written Assessment for which he/she has received a mark and a right to receive an explanation of this Assessment from the Instructor/Examiner. (Article 14 (a) of the Charter of Students' Rights)</p> <p>In the case of 600 and 700 level courses, the Graduate and Postdoctoral Studies Reread Policy shall apply.</p> |
| <p>5.8. Successful completion of a specific assessment task may be required to pass a course. In such cases, the requirement and a pedagogical justification must be stipulated in the course outline and the assessment task must be worth at least 20% of the final course grade.</p> | | <p>3.1.7 In courses where failure to complete a specific assignment or activity, or failure to achieve a passing grade for that assignment or activity would prevent the student from passing the course, this stipulation must be stated clearly in the course outline. The assignment or activity in question, if it is assigned a percentage value, must be worth no less than 20% of the final course grade. In the case of noncompliance, the matter may, as appropriate, be confidentially referred to the Department Chair, Director or Associate Dean.</p> |
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| <p>6. COMMUNICATION OF COURSE ASSESSMENT TASKS</p> | | <p>3.2 Notification of Form of Assessment:</p> |
| <p>6.1 During the first week of a course, students shall be provided with a course outline that includes a description of the means of assessment for the course, including assessment tasks taking place outside of scheduled class time (such as during tutorials, conferences, and labs). This description shall include the due date, weight, structure, penalties for assessment tasks submitted after a specified due date, and mode of delivery of each assessment task contributing to the final grade. Students can be offered a choice of alternative assessment tasks, but these should be explicit and available to all students.</p> | <ul style="list-style-type: none"> • <i>Regrouping all course outline requirements.</i> | <p>3.2.1 During the first week of class, Students shall be provided with a description of the means of evaluation to be used in the Course which shall include:</p> <ul style="list-style-type: none"> (a) the number, nature and forms of Assessment to be used in the Course; (b) the weighting to be accorded each Assessment; (c) the Course pre-requisites; (d) whether a form of Assessment to be used may be subjected to text-matching in accordance with the Policy on Text-Matching Software; and (e) the University’s academic integrity policy. <p>3.2.4 Assessments taking place outside of scheduled lecture time (i.e. tutorials, conferences, labs) should have their meeting times set by the end of add/drop period.</p> <p>6.1.6 Penalties for late submitted assignments must be stated in the course outline.</p> |
| <p>6.2. It is the responsibility of students to exercise due diligence in familiarizing themselves with the requirements and due dates for the assessment tasks for a course, as well as the circumstances that would permit academic accommodation.</p> | | <p>3.2.2 It is the responsibility of Students to exercise due diligence in familiarizing themselves with:</p> <ul style="list-style-type: none"> (i) requirements of the Assessments to which they will be subjected in their Courses; (ii) the due date of Assessments; (iii) the date, time and location of their examinations; (iv) the regulatory framework governing: <ul style="list-style-type: none"> • Academic integrity; • The conduct of examinations; • The format and substance of written forms of Assessment, especially graduate theses (v) circumstances that would permit Reasonable Accommodation (see below Section 3.4) |

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| 6.3. If a means of assessment is modified after the add/drop period, students must be given the option to decide, by a specified date, whether the original or modified means of assessment should apply towards their individual final grade. | <i>Previously no possibility of modifying assessment once course outline distributed.</i> | |
| 6.4. In the event of extraordinary circumstances beyond the control of McGill University, assessment tasks in a course are subject to change, provided students are sent adequate and timely communications regarding the change. | | 3.2.3 In the event of extraordinary circumstances beyond the University's control, the evaluation scheme in a Course is subject to change, provided that there be timely communications to the students regarding the change. |
| 6.5. Students shall be permitted to use either English or French in completing any assessment task, except for courses in which acquiring proficiency in a particular language is one of the learning outcomes. | | <p>3.3 Language of Assessment</p> <p>3.3.1 Students shall be permitted to use either English or French in completing any form of Assessment other than:</p> <ul style="list-style-type: none"> (i) In-class oral presentations; and (ii) Assessments in Courses in which acquiring proficiency in a language is one of the objectives, where the Assessments shall be in the language of the Course. <p>3.3.2 Due to the bilingual nature of its program, exception is granted to Courses in the Faculty of Law.</p> <p>5.4 Language of Examination</p> <p>5.4.1 Examination questions shall be set in the language in which:</p> <ul style="list-style-type: none"> (i) the Course is taught; or (ii) the Student's proficiency is being assessed. <p>5.4.2 Due to the bilingual nature of its program, exception is granted to Courses in the Faculty of Law.</p> |
| 6.6. All assessment tasks must have a due date before the last day of the term as specified in the University Calendar. | <ul style="list-style-type: none"> • <i>Allow for flexible use of the Examination period.</i> | |

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| <p>6.7. In-term assessment tasks must not have due dates scheduled in the last 10 working days of classes as specified in the University Calendar, except in these cases:</p> <ul style="list-style-type: none"> • Oral examinations in language courses • Take-home assessment tasks (such as essays, papers, examinations, problem sets, and lab reports) if the questions, topics, and/or instructions are given to students in advance (at least 15 working days before the end of classes) • Assessment tasks worth 10% or less of the final course grade | <p><i>To be addressed in Exam Regulations.</i></p> | <p>4. WRITTEN ASSIGNMENTS OTHER THAN EXAMINATIONS</p> <p>4.1 Submission of Written Assignments other than Examinations</p> <p>4.1.1 Instructors shall ensure that Students are provided with sufficient time to complete in-term written Assignments prior to the commencement of the final examination period.</p> <p>4.1.2 Unless otherwise provided by the Unit/Faculty, the due date for in-term written Assignments shall be no later than the last day of classes as specified in the University calendar.</p> <p>7. EXAMINATIONS – IN-TERM</p> <p>7.1 Scheduling:</p> <p>7.1.1 Subject to section 7.1.2, no in-term Examination in a regularly scheduled Course shall be scheduled during the last 14 calendar days of classes as specified in the University calendar.</p> <p>7.1.2 In-term Assessment may be scheduled during the last 14 calendar days of classes where the Assessment is:</p> <ul style="list-style-type: none"> (i) part of a pattern of regular in-term Assessments in the Course and is not worth more than 10% of the final mark; or (ii) an oral examination in a language Course; or (iii) where an Assessment (exclusive of Examinations) was assigned as per 3.2.1. <p>7.1.3 Notwithstanding the foregoing provisions, mid-course examinations held in spanned-courses shall be held during the final examinations period.</p> <p>7.1.4 Officially scheduled academic activities take precedence over any examinations scheduled outside of normal class time for the Course in which the examination is being given.</p> |
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| | | <p>7.1.5 When a student has conflicting in-term examinations, scheduled outside of normal class time, the student shall be permitted to write a Deferred Examination in one (or more) of the Courses.</p> <ul style="list-style-type: none"> • The Instructors of the classes shall consult in an attempt to reach a mutual decision as to who shall offer the make-up examination. • In the event that a mutual decision is not possible, regulations concerning examination conflicts of the Faculty in which the Student is registered shall apply. |
| 6.8. No assessment tasks shall be due during the University's official fall and winter reading breaks. | <ul style="list-style-type: none"> • <i>Ensure that breaks are in fact breaks.</i> | |
| 6.9. Corrections or clarifications to instructions or content of any assessment task must be documented in a timely manner through University email or the learning management system. | <ul style="list-style-type: none"> • <i>This becomes an update to the Course Outline.</i> | |
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| 7. REASONABLE ACCOMMODATION FOR STUDENTS | | 3.4 Reasonable Accommodation of Students: |
| <p>7.1. Students requiring disability-related academic accommodations have the right to request reasonable accommodation in fulfilling an assessment task in a course in accordance with the Policy Concerning the Rights of Students with Disabilities. Students who because of religious commitment cannot undertake or submit an assessment task in a course have the right to request reasonable accommodation in fulfilling the assessment in accordance with the Policy for the Accommodation of Religious Holy Days. Pregnant students and students caring for dependants have the right to request reasonable accommodation in fulfilling an assessment in a course in accordance with the Guidelines for the Academic Accommodation of Pregnant Students and Students Caring for Dependants.</p> | <ul style="list-style-type: none"> • <i>Adding Guidelines for the Academic Accommodation of Pregnant Students and Students Caring for Dependants.</i> | <p>3.4.1 Students with disabilities have the right to request reasonable accommodation in fulfilling the Assessment requirements in a Course in accordance with the McGill University Policy Concerning the Rights of Students with Disabilities.</p> <p>3.4.2 Students who, because of religious commitment, cannot undertake or submit an Assessment in a Course have the right to request reasonable accommodation in fulfilling the Assessment requirements in accordance with the Policy for the Accommodation of Religious Holy Days.</p> |
| <p>7.2. Students who for valid documented reasons (such as extenuating illness or serious personal circumstances) cannot undertake or submit an assessment task in a course may request academic accommodations within a timeframe that is in accordance with local guidelines and procedures, and instructor approval. Processes around academic accommodation vary by Faculty and students should consult their academic advisor for the appropriate request pathway.</p> | | <p>3.4.3 Students, who for valid documented reasons (such as illness or family tragedy), cannot submit a required Assessment in a Course, on providing satisfactory proof of their inability, may apply in accordance with the Faculty procedures relating to Deferred Assessments for permission to undertake a Deferred Assessment or receive another type of accommodation, provided the application is made within a timeframe that is in accordance with Faculty procedures.</p> <p>If a student who has been granted permission to write a deferred midterm examination cannot write it for valid documented reasons, the instructor may accommodate the student in any manner deemed pedagogically appropriate by the instructor, including, but not limited to, increasing the weight of the final examination beyond 75%, notwithstanding article 6.1.3 of this policy.</p> <p>Students registered for a Deferred Assessment must have access to all the relevant course material.</p> |

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| 7.3. Students who wish to request an academic accommodation must do so before the last day of the term as specified in the University Calendar. | | |
| 7.4. Exceptionally, if additional information becomes available after an assessment task has been submitted, a request for reasonable accommodation may be submitted for the assessment within 7 working days. | | 3.4.5 Students who have already submitted an Assessment cannot subsequently request for the Assessment to be deferred. |
| 7.5. Students who, without a valid documented reason, fail to submit an assessment task shall receive a grade of 0 or F for that task (or J in the case of a final assessment). | | 3.4.4 Students who without a valid documented reason fail to submit an Assessment shall receive a grade of F for the Assessment (or J in the case of a final examination). |
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| 8. THIRD PARTY REREADS | | 3.7 Re-Read by Third Party: |
| 8.1. Students may request an impartial and competent reread by a third party designated by McGill University for any assessment task, including oral assessment tasks that are recorded. Requests for rereads must be made within 10 working days of the date of the return of the graded materials to the student, and reassessments should normally be completed within 20 working days of the request, subject to reasonable administrative arrangements. | | 3.7.1 Subject to reasonable administrative arrangements, and provided the request is made by a Student within a reasonable time after the notification of a mark, Students have a right to an impartial and competent re-read of any written Assessment and, where warranted, a revision of the grade received. <i>(Article 14(b) of the Charter of Students' Rights)</i> 3.7.2 Faculties shall establish administrative procedures governing the process relating to Students' right to a re-read. |

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| 8.2. Before requesting a third party reread, the student must make a request to the course instructor for an explanation of the grade. This request must be in writing and include a rationale for any requested change in grade. If a third party reviewer deems the original grade to be inappropriate, it will be revised up or down accordingly. The reviewer's grade overrides the original grade. | <ul style="list-style-type: none"> • <i>Request of explanation required to reduce unfounded rereads.</i> | |
| 9. EXAMINATIONS AND FINAL ASSESSMENT TASKS | | |
| 9.1. In the interest of academic integrity, instructors should modify assessment tasks each time the course is offered to minimize the possibility of students obtaining answers from previous terms. | | 5.3 Content: 5.3.1 The content of the examinations in a Course shall be changed significantly each semester. |
| 9.2. All examination questions are confidential and shall not be shared or reproduced unless otherwise permitted by the instructor, Department, and/or Faculty. | <ul style="list-style-type: none"> • <i>Returning not always possible; the concern is confidentiality.</i> | 5.9 Confidentiality of Examination Questions: 5.9.1 All examination questions are confidential and shall be returned to the Instructor unless otherwise determined by the Instructor/Unit/Faculty. |
| 9.3. Instructors are responsible for creating at least two versions of each multiple-choice examination by scrambling the questions and/or responses, or using question pools. | | 8. EXAMINATIONS – MULTIPLE CHOICE 8.1.1 Several versions of each multiple-choice examination shall be created by scrambling the questions so that no one is seated next to, in front of, or behind a student writing the same version. A minimum of two (2) versions is to be used. Where enrolment exceeds 200 and where it is not possible to seat students in alternate rows, four (4) versions are required. With everyone in the room writing the same examination, four (4) versions are also required. 8.1.2 Machine scored multiple-choice examinations in a Course may be subject to analysis by the McGill Exam Security Computer Monitoring Program. |
| 9.4. Students must be provided with a high level description of the format and content of examinations reasonably in advance of the scheduled date. | | |

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| <p>9.5.Regardless of the where examinations take place, all students in the same course must be provided with the same access to examination instructions.</p> | <ul style="list-style-type: none"> • <i>Different locations may be used for same exam due to logistical constraints or because of OSD accommodations.</i> | |
| <p>9.6.If instructors choose to hold an examination after the last day of classes as specified in the University Calendar, it shall be called a “final assessment” and be worth at least 25% and no more than 75% of the final grade.</p> | <p><i>To be addressed in Exam Regulations.</i></p> | <p>6. EXAMINATIONS-- FINAL 6.1 Scheduling and Weighting: 6.1.1 Final examinations in regularly scheduled Courses shall be held in the period designated by the University for such examinations, except for the Faculties of Medicine and Dentistry. 6.1.2 If a final examination is offered in a Course, it shall be worth at least 25% of the Course grade. 6.1.3 The maximum weight of a final examination in a regularly scheduled Course shall be no more than 75% of the Course Grade³. Exceptions shall be made where a student has been offered the choice in advance to write a final examination worth more than 75% of the Course grade. In the case of documented extenuating circumstances that cause a student to miss an assessment (such as a midterm examination), the student must be given the choice of another assessment in addition to the option of writing a final examination worth more than 75% of the Course Grade. 6.1.4 Should written examinations in a regularly scheduled Course contribute 50% or more to the Course grade, one of the examinations shall be held during the final examination period, except for the Faculties of Medicine and Dentistry.</p> |
| <p>9.7. Faculties are responsible for procedures for deferred, supplemental, and special examinations.</p> | | <p>3.5 Supplemental and Special Examinations: 3.5.1 In a Faculty which offers Supplemental Assessments, a Student who has received a grade of D, F, J or U in a Course may apply to undertake a Supplemental Assessment in accordance with the Faculty’s procedures pertaining to such Assessments.</p> |

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| | | <p>Students registered for a Supplemental Assessment must have access to all the relevant course material.</p> <p>3.5.2 Students in very exceptional cases, and whose particular circumstances cannot be accommodated by a Deferred Assessment or Supplemental Assessment may apply for permission to undertake a Special Examination in accordance with Faculty procedures.</p> |
| | <i>To be determined at the local level</i> | <p>3.8. Associate Examiner:</p> <p>3.8.1 There shall be an Associate Examiner for each final examination, who shall be named in accordance with the procedures established by the Faculty.</p> <p>3.8.2 Associate Examiners shall substitute for the Examiner/Instructor should the latter be unavailable when the examination is written.</p> |
| | | <p>3.9 Examiner Conflict of Interest:</p> <p>3.9.1 Associate Examiners shall substitute for the Examiner/Instructor should the latter be unavailable when the examination is written.</p> |
| | <i>Covered under Student Code of Conduct</i> | <p>4.2 Plagiarism:</p> <p>4.2.1 When the University has reasonable cause to suspect that a Student has represented the work of another person as his or her own, the University may take any reasonable means to verify the originality of the work including the use of text-matching software in accordance with the Policy on Text-Matching Software.</p> |
| | | <p>5.1 Pre-requisites to Examination:</p> <p>5.1.1 A Student's right to take an examination is contingent on:</p> <p>(i) being registered in the Course;</p> |

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| | | <p>(ii) being able to produce valid student identification before and during the examination; and</p> <p>(iii) the fulfillment of any Course requirements, for taking of the examination.</p> |
| | <p><i>Removing the assumption of nature of exam.</i></p> | <p>5.2 Nature:</p> <p>5.2.1 Examinations shall be “closed book” examinations unless otherwise specified by the Instructor.</p> |
| | | <p>5.5 Conflict of Examinations</p> <p>5.5.1 Students are responsible for reporting any Conflict that may exist in their examination schedule:</p> <ul style="list-style-type: none"> (i) to their Instructor, in the case of mid-term exams, and (ii) to the Examination Office, or to their Faculty for those Faculties not administered by Enrolment Services, in the case of final examinations. <p>5.5.2 Where the existence of a Conflict is confirmed it shall be resolved:</p> <ul style="list-style-type: none"> (i) by the instructor in the case of mid-term exams; (ii) by the Examinations Office, in accordance with the University procedures for the resolution of such conflicts, and (iii) by the Faculty, in accordance with Faculty procedures applicable to the resolution of Conflicts for those Faculties whose final examinations are not administered by Enrolment Services. <p>5.5.3 In case of conflicting applicable Faculty procedures, those of the Faculty in which the Student is registered shall apply.</p> |

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| | <i>Online examinations are not invigilated.</i> | 5.6 Invigilation: 5.6.1 All written examinations other than take-home examinations shall be invigilated by the Instructor or designate, or by an individual appointed by the University. |
| | <i>To be determined at the local level.</i> | 5.7 Use of Computers, Equipment, Tools or Aids, Electronic or Other by Students: 5.7.1 Use of computers and other equipment, tools or aids, electronic or other, during the course of an examination is prohibited unless expressly permitted by the Instructor/Department/Faculty. 5.7.2 Where the use of items referred to in section 5.7.1 is permitted in the course of an examination, students shall comply with all restrictions imposed on such use. |
| | <i>This was implemented with earlier technology and the new programs address the concerns.</i> | 5.8 Use of In-Class Student Response Systems by Instructors: 5.8.1 Instructors may only use In-class Student Response Systems to contribute to a participation grade not exceeding 10% of the final grade. |
| | <i>To be determined at the local level.</i> | 6.1 Scheduling and Weighting 6.1.5 Faculties shall develop guidelines for the administration of take-home final examinations. |

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| 10. PROCESS FOR CONTESTING ASSESSMENT | | |
| <p>10.1. In cases where a student believes this Policy is not being respected, they are advised to make their concern known by contacting the instructor and/or Program Director/Chair of the Department in writing. A response shall be provided to the student within 7 working days. If the matter is not resolved satisfactorily, any party may refer it to the Office of the Dean of Students or an Associate Dean of the Faculty where the course resides. A response outlining the process and indicating an expected resolution date will be provided within 7 working days. All parties should exercise discretion around the student's identity to maintain the integrity of the process.</p> | <ul style="list-style-type: none"> • <i>Provides clear accountability process.</i> | |
| <p>10.2. Matters unresolved through these channels may be grieved through the Code of Student Grievance Procedures under the Charter of Students' Rights and students may avail themselves of an advisor as described in the procedures therein. The Office of the Ombudsperson for Students offers confidential, informal, independent, and impartial dispute resolution services.</p> | <ul style="list-style-type: none"> • <i>Provides clear accountability process.</i> | |
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| 11. POLICY REVIEW | | |
| <p>The Policy shall be reviewed by the Office of the Dean of Students and Teaching and Learning Services every 5 years through a process that includes stakeholder consultation with both instructors and students. Proposed amendments are to be reviewed by Senate.</p> | | |

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| | | <p>Notes:</p> <ul style="list-style-type: none">1 Exception granted to the Faculty of Medicine for clinical evaluations.2 Exception granted to the Faculty of Law to grandfather existing sessional lecturers/practitioners3 Exception granted to the Faculty of Law to grandfather existing sessional lecturers/practitioners4 Exception granted to the Faculty of Law. |