Procedure

Procedure Name	**Assessment**		
Procedure #	IP 1.3	Parent Policy	IP 1.0 Curriculum and Instruction
Policy Owner	Vice President Academic	Effective Date	February 14, 2023
Procedure Owner	Director Academic Excellence	Next Review Date	February 14, 2028
Approved by	Vice President Academic	Approval Date	January 5, 2023

1.0   Purpose

Assessment supports NAIT's instructional and curricular practices with a focus on cultivating student success through authentic assessment, which is fundamental in Outcome-Based Education (OBE).

2.0   Definitions

Term	Definition
Alternate versions of Assessment	A summative assessment that is administered in an alternate format or at an alternate time (deferred assessment). See AD 2.2 Grades Procedure, section 4.5 Deferred Exam Procedures.
Authentic Summative Assessment	Activities used to evaluate and grade a student's ability to perform program and/or course outcomes by demonstrating successful completion of real-world tasks. Summative assessment happens after a series of learning events and formative assessment activities.
Course Outline	A part of the contractual agreement between NAIT and students that is approved and stored in a central curriculum management system (Academic Tools) and includes: • A high-level overview of what will be taught, including a course description and course outcomes, and • An outline of how the course outcomes will be assessed.
Feedback	Information about how a practice, performance, and/or product is perceived. It is used to support student learning by identifying strengths, providing new ideas, exploring suggestions, and determining what needs to be adjusted. Feedback can include (but is not limited to) grades, comments on assessment, verbal and written statements made to the whole class.
Formative Assessment	Activities that are used to monitor learner progress and to provide ongoing and regular feedback. The critical pieces of formative assessment for students are identifying strengths, areas of developments, and next steps. Formative assessment provides instructors with information as to how students are progressing in their learning so they may use this to adjust their instructional practices.

Learning Management System (LMS)	A software application used in the administration, reporting, and delivery of educational content and events, for instance LMS.
Learning Outcomes	Learning statements that are supported by concepts (theories, ideas, and knowledge that a learner requires), skills (tasks, techniques, and processes that a learner needs to do), and issues (potential challenges, problems, and dilemmas that learners need to understand and resolve) at both the program and course level. They are structured for the purpose of alignment to assess student achievement of the learning outcomes.
Outcome(s)-Based Education (OBE)	An educational approach that focuses on what students will be able to do once learning is completed. This goal-focused learning is articulated as outcomes.
Syllabus	A guide that is presented to students in the LMS that lays out the essential information for students about the course and course delivery.
Universal Design for Learning (UDL)	A set of principles (multiple means of engagement, multiple means of representation, and multiple means of action and expression) that together form a practical framework used in curriculum development to maximize equity in learning opportunities for all students.
Weighting	The overall value of a summative assessment in the total division of assessment in a course.

3.0   Procedures

3.1   Assessment is intentional and follows quality design practices aligned with OBE.

3.1.1   Assessments are designed to be authentic.

3.1.2   Assessments align to course and/or program outcomes.

3.1.3   Each course outcome is assessed by at least one authentic summative assessment.

3.1.4   Assessments follow the principles of Universal Design for Learning (UDL).

3.2   Assessment administration is guided by best practices for student learning and efficient processes.

3.2.1   Students are aware of assessment details. A description of the kinds of assessment used in the course appears in the course outline (e.g., presentation of design plan). The date the assessment takes place or is due, and related assessment information appear in the syllabus.

3.2.2   Summative assessment dates, as described in the syllabus, do not change. Where this standard cannot be upheld, conversations with the Chair or Executive Director for NOCR should occur. Students will be informed of approved exceptions. Section 3.2.2 does not apply to open-exit courses.

3.3 Formative and summative assessments are essential to learning.

3.3.1   Prior to summative assessments, students should be provided with an opportunity to get feedback on their learning progression through formative activities. Formative assessment is most successful when students are not graded.

3.3.2 Summative assessments are authentic and assess students at the course outcome level. Assessments for a course should take into consideration the timing and weighting of other assessments in the program, students' need to schedule accommodations for timed assessments in advance, as well as flexibility in timing and modality.

3.3.3 Summative assessments are weighted to a maximum 35%. If an assessment weighting is outside this maximum, it should be approved by the Associate Dean Academic, Executive Director, or designate. Section 3.3.3 does not apply to Work-Integrated Learning courses.

3.4 Assessment feedback and alternate assessment opportunities follow quality pedagogical practices.

3.4.1 Summative assessment feedback, which may or may not include grades, is provided in a timely manner, within 5 business days, to allow students to use that feedback to inform where they should concentrate their learning
Where the design of a particular assessment does not allow the 5 days to be met, this should be indicated on the syllabus. In unforeseen circumstances, the Chair or Executive Director for NOCR (Non-Credit)should be consulted and students should be made aware as soon as possible.

3.4.2 Students have access to current summative assessment marks through the institutional LMS.

3.4.3 Students should have received grades back in the LMS on at least 30% of the course weight prior to the course withdrawal date (usually before 75% of course has elapsed).

3.4.4 Alternate versions of assessments are limited to those that align with *Duty to Accommodate* or the NAIT Grades Procedure (AD 2.2) for deferred assessments.

3.4.5 Assessments are administered and graded in a transparent, reliable, and unbiased manner. Students are provided with the grading criteria (e.g. rubric) ideally at the beginning of the course or attached to the syllabus.

4.0 Exceptions to the procedure

4.1 Sections 3.2.1, 3.2.2, 3.3.2, 3.3.3, and 3.4.2 do not apply to a select number of short (< 4 weeks) industry skills courses. Instead, these short industry skills courses follow a process created by the Associate Dean Academic, Executive Director or Designate, who also maintains a list of courses in this category.

4.2 Exceptions to this procedure other than those listed in 4.1 are documented and formally approved by Policy Owner.

4.2.1 Procedure exceptions must include:
The nature of the exception;
A reasonable explanation for why the exception is required;
Confirmation that the exception aligns with the general principles; *and/or*
Any risks created by the procedure exception and how they will be managed.

5.0   Related Documentation

    5.1   Assessment Standards
    5.2   IP 1.1 Curriculum Procedure
    5.3   IP 1.2 Instruction Procedure
    5.4   IP 1.4 WIL Procedure
    5.5   IP 1.5 Credit Framework Procedure
    5.6   SR 1.0 Student Rights and Responsibilities Policy
    5.7   AD 2.0 Academic Progression Policy
    5.8   AD 2.2 Grades Procedure
    5.9   NASA Collective Agreement

Document History

Date	Action/ Change