

Faculty of Education Assessment Policy

1. Purpose and Principles

The purpose of this policy is to ensure that assessment practices within the Faculty of Education support effective teaching and learning, uphold academic integrity, and align with university-wide undergraduate and graduate assessment policies.

2. Grading and Evaluation Standards

- Grading must be based on student achievement (individual or as part of a group), and any predetermined percentage distributions (e.g., a fixed percentage of students receiving specific grades) are strictly prohibited.
- Assessment criteria and grading rubrics should be communicated to students at the beginning of each course.
- Instructors are responsible for the determination of grades and cannot delegate this responsibility to students. For graduate courses, the grading of individual assignments may be delegated, under close instructor supervision, to doctoral student teaching assistants who have completed all their coursework and passed their candidacy exams. Graduate students may not serve as the instructor of record for graduate courses.
- The grading system aligns with the university's grading scale, as follows:

Passing Grades

Grade	Grade Point Value	Percentage*	Description
A+	9	90 - 100	An A+, A, or A- is earned by work which is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and/or goes beyond course expectations. Normally achieved by a minority of students.
A	8	85 - 89	
A-	7	80 - 84	
B+	6	77 - 79	A B+, B, or B- is earned by work that indicates a good comprehension of the course material, a good command of the skills needed to work with the course material, and the student's full engagement with the course requirements and activities. A B+ represents a more complex understanding and/or application of the course material.
B	5	73 - 76	
B-	4	70 - 72	
C+	3	65 - 69	A C+ or C is earned by work that indicates an adequate comprehension of the course material and the skills needed to work with the course material and that indicates the student has
C	2	60 - 64	

Grade	Grade Point Value	Percentage*	Description
			met the basic requirements for completing assigned work and/or participating in class activities.
D	1	50 - 59	A D is earned by work that indicates minimal command of the course materials and/or minimal participation in class activities that is worthy of course credit toward the degree.
COM	Excluded Grade	N/A	Complete (pass). Used only for 0-unit courses and those credit courses designated by the Senate. Such courses are identified in the course listings.
CTN	Excluded Grade	N/A	Continuing. Denotes the first half of a full-year course.

Failing Grades

Grade	Grade Point Value	Percentage*	Description
E	0	0 - 49	Conditional supplemental. Supplemental examinations are not offered by all departments and the allowable percentage may vary by program (e.g. 35-49). Students will be advised whether supplemental will be offered and if the percentage range varies when assessment techniques are announced at the beginning of the course.
F	0	0 - 49	F is earned by work, which after the completion of course requirements, is inadequate and unworthy of course credit towards the degree.
N	0	0 - 49	Did not write examination or complete course requirements by the end of term or session; no supplemental.
N/X	Excluded Grade	N/A	Did not complete course requirements by the end of the term; no supplemental. Used only for Co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.

Grade	Grade Point Value	Percentage*	Description
F/X	Excluded Grade	N/A	Unsatisfactory performance. Completed course requirements; no supplemental. Used only for Co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.

Temporary Grades

Grade	Grade Point Value	Percentage*	Description
INC	N/A	N/A	Incomplete. Used only for those credit courses designated by the Senate, to be replaced with a final grade by June 1 for Winter Session courses and by October 1 for Summer Session courses. Such courses are identified in the course listings.
DEF	N/A	N/A	Deferred status granted. Used only when deferred status has been granted because of illness, an accident or family affliction. See Deferred status .
INP	N/A	N/A	In Progress. Used only for courses designated by Senate, to be replaced with a final grade by the end of the next Winter Session except for TIED courses (identified in the Calendar). In TIED courses the INP must be replaced with a final grade by the end of the subsequent term (including Summer Session) or, where a COOP Work Term, or other activity approved by the academic unit, intervenes, within eight months. If a student fails to complete the second course of a TIED course sequence, then the final grade will be N.
CIC	N/A	N/A	Co-op Interrupted Course. See General Regulations: Undergraduate Co-op .

Grade Notes

Grade note	Grade Point Value	Percentage*	Description
AEG	N/A	N/A	Aegrotat. Transcript notation accompanying a letter grade, assigned where an Academic Concession has been granted to indicate a student has completed the required components of the course but their performance has been affected by grounds outlined in the Undergraduate Academic Concessions regulation. This grade is not pro-rated for completed course work.
WE	N/A	N/A	Withdrawal under extenuating circumstances. The WE registration status will replace a course registration or grade when approved by the Dean following a request for academic concession from a student. This registration status is excluded from the calculation of all grade point averages; it will appear on the official transcript.

* The grading scale for the evaluation of course achievement at the University of Victoria is a percentage scale that translates to a 9 point GPA/letter grade system (as above). The 9 point GPA system is the sole basis for the calculation of grade point averages and academic standing. Standardized percentage ranges have been established as the basis for the assignment of letter grades. The percentage grades are displayed on the official and administrative transcripts in order to provide fine grained course assessment which will be useful to students particularly in their application to graduate studies and for external scholarships and funding. Comparative grading information (average grade [mean] for the class), along with the number of students in the class, is displayed for each course section for which percentage grades are assigned.

3. Assessment Techniques

- The Faculty of Education adopts a variety of assessment techniques, including but not limited to assignments; essays; oral or written tests (including midterms); participation in class discussions; seminar presentations; artistic performances; professional practica; and final examinations.
- Final examinations, must be administered during formal examination periods.
- Tests worth more than 15% of the final grade may not be administered:
 - In any regular 13-week term, during the last two weeks of classes or in the period between the last day of classes and the first day of examinations
 - In any Summer Session course, during the three class days preceding the last day of the course.
 - Neither the academic unit nor the instructor, even with the apparent consent of the class, may set aside this regulation.
- Instructors may not assign more than 60% of the final course grade to a final examination without the consent of the Dean.

4. Feedback and Return of Student Work

- Students must receive some feedback (graded or ungraded) before the academic drop deadline for first term, second term, and year-long courses.
- Instructors will normally provide feedback on all student work that will count toward the final grade (except for final examinations”).
- Corrective comments should be provided on assigned work, and upon request, on final examinations.
- Where feasible, anonymous marking should be practiced.

5. Course Outlines and Assessment Information

- Course outlines must be provided at the beginning of each course and must include:
 - *Course Information*
 - Department, course title, number, and section (note when cross-listed)
 - Unit value
 - Contact hours (classes, labs, tutorials, etc.)
 - Course schedule (dates/time, locations)
 - Course prerequisites/corequisites (if such are listed in the calendar)
 - Territory acknowledgment
 - *Instructor Information*
 - Name (indicate how you would like to be addressed and may include preferred pronouns)
 - Office hours and location
 - Contact information, preferred method of contact and availability
 - *Teaching and Assessment Modality*
 - Indicate which components of the course will be delivered in particular modalities (face to face, online synchronous or asynchronous, blended)
 - Equipment requirements, if any
 - *Learning and Teaching Technologies*
 - What learning and teaching technologies will be used in the course
 - Highlight any technologies that are not explicitly UVic-approved
 - Permissible digital tools, including artificial intelligence tools that students can use and how they may be used in the course

- *Course Structure and Description*
 - What is to be achieved and assessed in the course
 - Class expectations, e.g., expected workload, volume of readings, schedule for coverage of materials
 - Whether classes will be recorded and any expectations regarding use of recordings
- *Course Topics*
 - Major topics, questions, and schedule
- *Course-Level Learning Outcomes*
 - What is to be achieved and assessed in the course
 - Components students must successfully complete to be eligible to pass the course
 - Expectations of students for successful completion of course
 - Program level learning outcomes where appropriate
- *Assessment Methods*
 - Short description of work that will count toward the final course grade
 - Schedule/dates, duration, and forms of assessments
 - Weighting for each assessment component and whether each component is required
 - Specify the modality for exams. E.g., Synchronous (in person or online, time allotted); or asynchronous exams (allowable start and end times, time allotted, etc.). Specify software or equipment requirements
 - Alternative assessments procedures
 - Any compulsory attendance/participation requirements
 - Other work/components not assessable but required
 - Statement about academic integrity
- *Required Learning Materials*
 - Textbooks, reading packages, lab and field trip manuals, etc., if applicable
 - Estimate of associated costs for materials and activities, if applicable
 - Indicate if course materials are available through UVic Libraries or open source

- *Resources for Students (for example)*
 - UVic Learn Anywhere
 - Library resources
 - Indigenous student services (ISS)
 - Centre for Academic Communication (CAC)
 - Math & Stats Assistance Centre (MSAC)
 - Learning Strategies Program (LSP)
 - Community-Engaged Learning (CEL)
 - Academic Concessions
 - Academic accommodation & access for students with disabilities
- *University Statements and Policies (for example)*
 - University Calendar - Section "Information for all students"
 - Creating a respectful, inclusive and productive learning environment
 - Accommodation of Religious Observance
 - Student Conduct
 - Non-academic Student Misconduct
 - Accessibility
 - Diversity / EDI
 - Equity statement
 - Sexualized Violence Prevention and Response
 - Discrimination and Harassment Policy
 - Graduate Supervision (for graduate courses)
- Course outlines should be posted on Brightspace and submitted to the department before the course start date.
- Instructors should avoid making changes to the course outline after the start of classes. Where it is necessary to make substantive changes to the assessment methods after the start of the course, instructors must inform the Chair/Director, clearly communicate the changes and rationale to students, immediately post a revised outline on the course Brightspace site labeled as "Revised Outline," and submit a copy to the Chair/Director or Associate Dean.

6. Examination and Assignment Policies

- Students may only submit the same essay or assignment for two courses when both instructors have been informed and have given their written permission to the student. If a student submits an essay or assignment essentially the same in content for more than one course without prior written permission of the instructors, an instructor may withhold partial or total credit for the course work.
- Assignments and examinations must meet university standards for English language proficiency. Student work submitted in any course may be refused a passing grade if they do not meet an appropriate level of English language proficiency for the course in question. Students who are concerned about meeting English standards should consult with the Division of Learning and Teaching Support and Innovation (LTSI) for resources and support services.

7. Term Assignments and Debarment from Examinations

- In some courses students may be assigned a final grade of N or debarred from writing final examinations if the required term work has not been completed to the satisfaction of the academic unit concerned.
- Instructors in such courses must advise students – through the course outline - of the standard required in term assignments and the circumstances under which they will be assigned a final grade of N or debarred from examinations.

8. Academic Integrity and Student Conduct

- All assessments must comply with university policies on academic integrity, misconduct, and grading fairness.
- Instructors must clearly outline expectations regarding attendance, participation, and academic integrity in their course syllabi.
- Instructors are encouraged to adopt inclusive and universal design for learning (UDL) principles in developing courses where appropriate.

This revised policy ensures that the Faculty of Education's assessment practices are fully aligned with university-wide undergraduate and graduate regulations and policies, fostering fairness, transparency, and academic excellence.