



Northlands College Policy Learner Assessment and Evaluation

POLICY STATEMENT

Northlands College is committed to ensuring that assessment and evaluation expectations for learners enrolled in Northlands College programs and courses is fair, transparent, and consistent.

Northlands College recognizes the need for culturally responsive assessments or evaluations that are reflective of the learner population, that foster a sense of belonging, and that support the success of learners by demonstrating the growth of their knowledge, competencies, and skillsets.

PURPOSE:

Northlands College Policy #409 (hereinafter referred to as the learner assessment policy or the policy) will set standards the assessment of learners enrolled in courses and programs delivered by Northlands College.

GUIDING PRINCIPLES:

Northlands College is a learner-centered organization that strives to ensure the delivery of programs and courses that are both rigorous and of high academic quality. As such, Northlands College commits to the following guiding principles:

1. Maintaining a process of assessment and evaluation of learners enrolled in Northlands College courses and programs that is fair, transparent, and consistent.
2. Outlining clearly the academic expectations of learners enrolled in Northlands College courses and programs.
3. Supporting methods of learner evaluation and assessment that demonstrate the holistic growth of knowledges, skillsets, and competencies developed by learners enrolled in Northlands College courses and programs.

SCOPE:

The Learner Assessment Policy applies to all programs and courses delivered solely by Northlands College and it outlines the academic governance of assessments and evaluations for learners enrolled in programs and courses at Northlands College.

1. In certain circumstances, specific programs or courses (e.g. programs delivered through partnerships or courses with other post-secondary institutions) may be exempt from this policy and instead follow the assessment policy and criteria of the partner institution.
2. In certain circumstances, specific programs or courses may fall under provincial policies or guidelines for assessment and may be exempt from this policy.



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POLICY:

1. At the start of each Northlands College course, Northlands College learners enrolled in that course shall receive a program outline or syllabus which will include but may not be limited to:
 - a. A description of the course;
 - b. Curriculum goals or learning outcomes for that course;
 - c. Assessment or evaluation methods that link directly to learning outcomes; and,
 - d. Any other pertinent information about the course.
2. Tests or examinations will be scheduled and invigilated in an environment that supports the academic integrity of the test or examination and supports the academic success of learners enrolled in the course.

GUIDELINES:

1. Whenever possible, appropriate, and feasible, Northlands College will support assessment and evaluation practices that are culturally responsive to Indigenous Ways of Knowing in order to promote a sense of belonging and community among the Indigenous learner population at Northlands College.
2. Northlands College recognizes that the creation of culturally responsive assessment and evaluation practices may require the use of a local Elder or Knowledge Keeper. The wisdom, recognition of culture, and active involvement and participation from Indigenous communities on whose traditional territories Northlands College is located.
3. As such and where appropriate examinations or evaluations may include examiners or evaluators who are Elders, Knowledge Keepers, or other members of Indigenous communities whose wisdom or lived experience is appropriate for the examination or evaluation being undertaken.
4. Culturally responsive assessment or evaluation methodologies may include but are not limited to:
 - a. Visual demonstrations of learning such as exhibits, performances, story boards or cultural artifacts;
 - b. Scaffolded writing processes such as those that involve learners working in pairs or triads to engage in dialogue, promote listening and reflection, and ultimately result in a written text; and,
 - c. Spoken or oral assessments with a strong emphasis on cultural narratives and that honour Indigenous language preservation or revitalization.



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Last Approved: December 16, 2022	Signature: