

Appendix A: Summary of Chief Edits to Grading Practices Policy

The attached document is a consolidation of the *University Grading Practices Policy* (revised April 9, 1998) and the *Graduate Grading and Evaluation Practices Policy* (May 12, 2004). In the process of combining the two documents many small changes to language and formatting were made with the goal of improving clarity and to bring the document into line with current norms for policy without changing the meaning of the document. At the same time, a number of elements were changed, deleted or added in order to bring the consolidated document better into line with current practice. This document is intended to identify these larger changes.

Not included in the below is a significant change in presentation, the use of sub headings to help the reader scan the policy more easily and a significant reorganization of content.

Changes		
Page # and item #	New Text	Description of change
Title	University Assessment and Grading Practices Policy	Original polices were Grading Practices and Grading and Evaluation Practices
throughout	<i>Removal</i> of all content relative to academic disruption	To be included in a policy on ensuring academic continuity
p. 1 of GPP	<i>Deletion</i> of section on Amendment of Policy	This is included in the terms of reference of the AB and AP&P and detailed in a number of specific sections
p. 2 1.1	Explicit statement that the U’s standards and practices in assessing student performance and translating assessment into grades should be comparable to those of our academic peers	New text
P2, 1.1, 1.2	<i>Deletion</i> of grade meanings “inadequate to excellent”. In its place, recommendation was added that Divisions/Faculties develop Guidelines.	Research will be conducted regarding grade meanings Divisions will develop specific guidelines
P2 1.2	Divisions/faculties are encouraged to develop guidelines concerning the relative meaning of grades in the context of their Faculty/Division.	Addition of commitment to develop Guidelines concerning the relative meaning of grades

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P. 2	<i>Deletion</i> of section on Grades vs Scores “Grades should always be based on the approved grade scales. However, students may find that on any one evaluation they may receive a numerical or letter mark that reflects the score achieved on the test or essay. The cumulative scores may not be directly identified with the final grade. Grades are final only after review by the divisional review committee described below.”	Section was unclear and seemed unnecessary as much of it repeated content elsewhere
p. 3 1.3	Consolidation of Undergrad and graduate references to alternate scale to create a single statement	
P. 3 1.3	HH (High Honours), H (Honours), P(Pass), LP(Low Pass), F(Fail)	Added to reflect practice across a number of Professional Faculties
P3, 1.3. v	“Normally, all grades in an undergraduate course must be from the same scale. However, divisions/faculties may establish procedures that allow individual students to elect to be graded within a limited number of courses using an alternate grade scale (ie. CR/NCR where the course uses the normal numerical/letter grades). “	Explicit recognition of what FAS has been doing for some time. Replaces the idea that the grades assigned in a course must all be from the same scale in the original.
P3. 1.3.iv.	“The grades assigned in a graduate course must all be from the same scale.”	Added to be clear that the undergrad practice above does not apply to graduate courses
p. 3 1.4	<i>Deletion</i> of proviso that alternate grade scales “must be an entirely different scale rather than merely a minor modification of an existing scale .”	this is not in conformity with practice and appears to address concerns that are no longer present.
(Page 6 of GG&EPP)	<p>Deletion of original text providing that: Grades in each course shall be reported according to the practice of the division administering the program in which the student is registered (the reporting division).</p> <p>(a) Grades shall be reported as assigned when the division offering the course is also the reporting division, when the offering and reporting divisions use the same grade scale, and when the grades are assigned from the H/P/FZ or CR/NCR scales.</p> <p>(b) In all other cases, grades shall be reported as converted to the scale used by the reporting division, and the conversion shall be made according to the tables of correspondence and translation tables defined in the Appendix.”</p>	Section originally included in GG&EEP removed from revised consolidated policy

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P4, 2.3	<i>Deletion</i> of detail included in GPP about transcripts	Information confined to grading. Other material to be included in distinct Transcript Policy
P. 4, 1.2	Addition of clear statement that instructors are not obligated to accept late work and clear statement that where they intend to they should clearly set out any penalties in the course syllabus	Only the Graduate grading practices included this language and merely focused on the obligation of the instructor to clarify penalties for late completion of work
p.4 1.3	New text stipulating that changes to method of evaluation require vote of simple majority of students in class, following notice given in previous class.	Previous text required agreement of simple majority of registrants.
p.4 1.3	Clarification there is no requirement of a vote in the case where an academic disruption has been declared	GPP envisaged a class vote as the norm but provided for where there was not consensus, a vote couldn't be held, or there was no class.
P. 4, 1.4.2	"In graduate courses, there is no requirement for multiple assessments."	Explicit statement added
p.4 1.4.2	Addition of stipulation that in grad courses participation must not be worth more than 20% of final grade	Not stipulated in current policy
p. 5, 1.6.2	"In graduate courses, there is no requirement for term work to be returned before the last date for withdrawal from the course without academic penalty."	Explicit statement added. Recommendation that requirement that "where little or no work will be returned, this must be made clear in the information described in B 1.1 above" be added to graduate Guidelines.
p.5	Written examinations	Removal of reference to examination papers and clarification that this applies to written examinations
p. 6, 2.2	"Divisions/faculties may charge a cost-recovery fee (for review) consistent with <i>the Policy on Ancillary Fees.</i> "	Replaces original text: "A cost recovery fee should be set and returned where appropriate."
P6, 4.1.1 and 4.1.3	Points added concerning grading of undergrad students in fully grad courses and vice versa	Practice spelled out as policy to ensure consistency

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p. 7, 2.3.2	“For graduate examinations, each graduate unit should provide students, upon request, with an opportunity for re-checking of marks. The rereading of graduate course examinations is governed by SGS procedures. “	More explicit statement about SGS policy that could be added to Guidelines.
P7, 3.0	Significantly revised text on grade review and approval	No reference to divisional review committee. Requirement for “Divisional review committees” removed and replaced by a requirement that there be a grade review and approval process, as the responsibility of the head of the academic unit
p. 8, 3.0	<i>Removal</i> of explicit statement that grades should not be reported or released to students as official until the review is complete	See GG&EPP, II.4 (a)
p. 8, 4.1.2	<i>Removal</i> of reference to grad grading scale being used for all graduate grades and insertion of reference to final grades	Importance of leaving room for SGS to require instructors to use the full grading scale for assignments and the truncated scale only for final grades.
p.9	<i>Removal</i> of section on Exceptional Circumstances and Academic Appeals	This is covered by other policies
P9	Explicit inclusion in section on conflict of interest of language to include the “Appearance of a conflict of interest.”	
P 10	Additions to clarify language throughout designators	
P10	LWD added, as a new status of withdrawal without academic penalty	