Assessment and Evaluation Tip Sheet

The Course Outline and the Weekly Schedule (also known as Course Section Information/CSI) are two key documents created as part of the course development process. Both documents include information about assessment and evaluation, but each document communicates this information differently. This resource will explain these differences and how they appear in the Course Outline and Weekly Schedule.

Course Outline and Weekly Schedule templates can be found on the [Course Development webpage](#).

What is the difference between Assessment and Evaluation?

The terms "assessment" and "evaluation" are often used interchangeably, but they are different in terms of educational purposes and outcomes.

- **Assessment** is a systematic process in which data is used to measure knowledge and skills. Assessment is implemented throughout a course to provide feedback as to how the learner is progressing towards learning outcomes and allows teachers to identify gaps in learning so that concepts or skills can be revisited. Assessments may be graded or ungraded.

- **Evaluation** refers to graded components of course content. Evaluations are used to determine the learner's achievement of learning outcomes, and are supported by tools such as rubrics, rating scales, and checklists to generate grades. Ideally, evaluation occurs after non-graded assessments, as students should be provided with opportunities to practice and receive feedback before being assigned a grade.

How does this relate to Course Outlines and Weekly Schedules?

While assessment and evaluation both occur throughout a course, they appear on course documents differently.

Course Outlines:
- Under the *Predefined Evaluation/Earning Credit* heading, the Course Outline includes a list of broad categories (types) of evaluations and their value. These categories are predefined in [COMMS (Course Outline Mapping and Management System)](#) and cannot be added to. A list of these categories can also be found at the end of this document.

- According to [Policy AA13, Assessment and Evaluation of Learning](#), no single evaluation category should comprise more than 40% of a course's final grade. This allows for multiple opportunities for students to demonstrate their achievement of the required learning.

- Learners should experience a range of assessments that embody principles of flexibility, inclusion, and accessibility.

Evaluations must be mapped to Course Learning Requirements (CLRs). If the course is part of an Ontario College Certificate, Ontario College Diploma, or an Ontario College Advanced Diploma, it must also be mapped to Essential Employability Skills (EESs). For example:

Assignment(s) (40%) CLR 1, CLR 3, CLR 4, EES 1, EES 2, EES 6, EES 7

Discussion Forum (30%) CLR 1, CLR 2, CLR 5, EES 1, EES 2, EES 5, EES 8

Group Presentation(s) (30%) CLR 2, CLR 3, CLR4, CLR 5, EES 1, EES 9, EES 10

Weekly Schedules:

Under the *Evaluation Breakdown* heading, the Weekly Schedule includes a table communicating each individual assessment, its due date, its value, and the CLR(s) it validates. In this table, you should list each individual assessment, rather than the broad category that falls under within the Course Outline.

- For example, in the Course Outline sample above, the evaluation category "Assignments" is worth 40%.

- Within the Weekly Schedule, it may appear as in the example below, communicating a more detailed breakdown of *three separate assignments* that make up the overall 40% Assignment category.

Assessments	Due Date and Time	Value	CLRs
Assignment 1: Formal Email	Week 6 Oct. 15 @ 11:59 PM	10%	1, 3
Assignment 2: Written Formal Letter	Week 9 Nov. 5 @ 11:59 PM	15%	1, 4
Assignment 3: Written Cover Letter	Week 12 Nov. 26 @ 11:59 PM	15%	1, 3, 4
Discussion Forums x 6	Weeks 2, 4, 6, 9, 11, 13 in-class	30%	1, 2, 5
Group Presentation(s) 1: Mock Interview	Week 4, Sep. 30 in-class	10%	2, 4, 5
Group Presentation(s) 2: Business Proposal	Week 14, Dec. 11 in-class	20%	3, 4, 5

- It is important that the assessments match the evaluation categories in COMMS and that they add up to the correct value.

How should I select evaluation categories?

- Review the list of evaluation categories available in COMMS. Select the evaluation methods that are most appropriate to your learning outcomes. The verbs used in the CLRs will guide you in this – verbs such as "Perform" or "Arrange" may be best suited to a performance or practical assessment, whereas "Debate" or "Argue" may merit a research assignment or presentation.

COMMS Predefined Evaluation Categories:

- Assignment(s)
- Essay(s)
- Final Exam
- Midterm Exam(s)
- Participation
- Presentation(s)
- Quiz(zes)/Test(s)
- Written Assignment(s)
- Application of Theory
- Assessment(s)
- Audition
- Bibliography(ies)
- Budget
- Business Plan(s)
- Business Writing Assignment(s)
- Case Study(ies)
- Certificate Completion
- Class Preparation
- Communication Skills
- Comparative Analysis
- Concept Map(s)
- Conference/Seminar
- Critiques
- Debate(s)

- Demonstration(s) of Skill
- Description Assignment(s)
- Discussion Forum
- Evaluation Assignment(s)
- Field Exercises/Trips
- Field Test(s)
- Final Practical Assessment
- Good Laboratory Practice
- Group Performance(s)
- Group Presentation(s)
- Group Written Assignment(s)
- Hybrid Assignment(s)
- Identification Quiz
- In-Class Work
- In-Class Work and/or Written Assignments
- Industry Certification(s)
- Interview(s)
- Job Search Activities
- Journal/Reflective Assignments
- Lab Activity(ies)
- Meeting(s)/Consultation(s)
- Observation Assignment(s)
- Online Activity(ies)/Assignment(s)

- Outdoor Leadership/Instructor Skills
- Performance(s)
- Physical Testing
- Portfolio(s)
- Practical Assessment(s)
- Practical Project(s)
- Practical Skills Assessment
- Programming
- Project(s)
- Project-Related Communication
- Report(s)
- Research Assignment(s)
- Resume
- Role play
- Self/Peer Evaluation(s)
- Team Interview
- Team Project
- Team Simulation
- Trip Log/Plan
- Video Presentation(s)
- Work Placement/Internship
- Workshop(s)