

## **Discussing Performance Criteria Expected for Assignments**

Teacher discussed with students the assessment criteria, and explain clearly what they are expected in each of the criteria.

The assessment rubrics are distributed to the students at the beginning of the course in the handbook. The rubrics are shown below.

Students are expected to fill out the self-assessment form before getting the feedback from teacher, so they can compare the marks given by themselves and from the teacher. They will also learn from the teacher about the expectation in each of the domains with respect to their assignment by knowing the grade given by teachers in each of the domains of the assessment rubrics.

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**DEPARTMENT OF CURRICULUM AND INSTRUCTION**

Curriculum and Assessment  
Assignment A  
Marking and Feedback Form

**Student SELF ASSESSMENT – please circle the grid of the five domains**

Group \_\_\_\_\_

Student Name: \_\_\_\_\_ (                    ) Overall Grade: \_\_\_\_\_

Grade (Global Grade Descriptors)	Understanding of topics/key concepts	Authenticity	Critical Thinking	Organization	References
A (Outstanding)	Deep	Originality, illustrative examples, highly reflective, insightful	Innovative, logical, good reasoning	Well balanced	Good selection and adequately support author's views
B (Good)	Sound	Some originality, adequate examples, reflective	Logical, good development	Coherent/sound	Adequate and relevant
C (Satisfactory)	Adequate	Superficial, repeating/no varieties, thin	Lack extension, flaws in logical sequence	Clear	Marginally relevant/not relevant
C-/D	Partial	Inadequate/Irrelevant	Weak	Disjointed/ineffective	
F (Fail)	No evidence	Illogical/incorrect	No evidence	Major and frequent errors/poorly organized	

**Overall Remarks:**

**DEPARTMENT OF CURRICULUM AND INSTRUCTION**

Curriculum and Assessment  
Assignment A  
Marking and Feedback Form

**TEACHER ASSESSMENT**

Group \_\_\_\_\_

Student Name: \_\_\_\_\_ (                    ) Overall Grade: \_\_\_\_\_

Grade (Global Grade Descriptors)	Understanding of topics/key concepts	Authenticity	Critical Thinking	Organization	References
A (Outstanding)	Deep	Originality, illustrative examples, highly reflective, insightful	Innovative, logical, good reasoning	Well balanced	Good selection and adequately support author's views
B (Good)	Sound	Some originality, adequate examples, reflective	Logical, good development	Coherent/sound	Adequate and relevant
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C-/D	Partial	Inadequate/Irrelevant	Weak	Disjointed/ineffective	
F (Fail)	No evidence	Illogical/incorrect	No evidence	Major and frequent errors/poorly organized	

**Overall Remarks:**

DEPARTMENT OF CURRICULUM AND INSTRUCTION  
FULL-TIME POSTGRADUATE DIPLOMA IN EDUCATION (PRIMARY)/(SECONDARY)  
2013-2014  
TLS3003 Curriculum and Assessment  
Part B (ESSAY) Marking and Feedback Form

**Student Self Assessment**

Group \_\_\_\_\_

Student Name: \_\_\_\_\_ (            )                      Overall Grade: \_\_\_\_\_

Grade	Description	Understanding of Theories and concepts	Analysis & Synthesis	Language/ Organization	Research/ Web-pages/ Literature review
A+ A A-	Distinction	Thorough understanding & interpretation	High level of critical thinking and synthesis	Well-organized, fluent and correct	Relevant research/literature, comprehensive coverage
B+ B B-	Good	General understanding & interpretation	Sound but uncritical thinking and synthesis	Organized, fluent and correct	Evidence of relevant research/literature
C+ C	Satisfactory	Superficial grasp of interpretation	Little or no attempt at analysis and synthesis	Reasonably fluent with some mistakes	Some errors in documentation of relevant research
C- D	--	Partial grasp of & interpretation	Illogical analysis and ineffective organization of materials	Frequent errors	Little evidence of relevant research
F	Fail	Little understanding & interpretation	Interpreted incorrectly and poorly organized materials	Major and frequent errors	Little or no evidence of relevant research

**Comment**

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**Teacher Assessment**

Group \_\_\_\_\_

Student Name: \_\_\_\_\_ ( ) Overall Grade: \_\_\_\_\_

Grade	Description	Understanding of Theories and concepts	Analysis & Synthesis	Language/ Organization	Research/ Web-pages/ Literature review
A+ A A-	Distinction	Thorough understanding & interpretation	High level of critical thinking and synthesis	Well-organized, fluent and correct	Relevant research/literature, comprehensive coverage
B+ B B-	Good	General understanding & interpretation	Sound but uncritical thinking and synthesis	Organized, fluent and correct	Evidence of relevant research/literature
C+ C	Satisfactory	Superficial grasp of interpretation	Little or no attempt at analysis and synthesis	Reasonably fluent with some mistakes	Some errors in documentation of relevant research
C- D	--	Partial grasp of & interpretation	Illogical analysis and ineffective organization of materials	Frequent errors	Little evidence of relevant research
F	Fail	Little understanding & interpretation	Interpreted incorrectly and poorly organized materials	Major and frequent errors	Little or no evidence of relevant research

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