

Hang Seng Management College

Revisiting Outcomes-based Teaching and Learning: *Criterion-Referenced Assessment and Grading with Rubrics*

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13 March 2014

Outline

- Revisiting OBTL
- OBTL and Constructive Alignment
- Criterion Referenced Assessment (CRA)
- Rubrics Development
- Grading with Rubrics
- Using assessment results to improve teaching and learning





By the end of this Workshop, you should be able to:

1. **Describe** how Constructive Alignment underpins OBTL.
2. **Explain** the relationships between Criterion Referenced Assessment (CRA) and OBTL.
3. **Explain** how grading with rubrics can improve and enhance teaching and learning;
4. **Design** effective assessment rubrics to assess students' works.

Warming-up Activity: Getting to know YOU

Please introduce yourself
by telling us your Name
and Department or Unit 😊



Getting to know YOU (iQlickers)

1. Have you ever written any learning outcomes?
2. Have you ever designed teaching activities and assessment methods aligned to learning outcomes?
3. Can you explain the term constructive alignment to others?
4. Are you familiar with criterion-referenced assessment?
5. Do you use rubrics to assess students' works?



Opportunities and Challenges
in Higher Education
and
CORE COMPETENCE required of
University Graduates in the 21st Century



Changing landscape in higher education

- Recent developments in higher education worldwide:
 - increasing **student population** (from elite to mass)
 - Increasing diversity of **funding sources** (public and private)
 - increasing **public demand of accountability**
 - increasing **international competition**
 - increasing **use of technology**
 - increasing **emphasis on learning** (based on a better understanding of how people learn)



A new perspective on education

Teaching-centered	Learning-centered
Teacher as sage on the stage	Teacher as guide on the side
Transfer of knowledge	Facilitation of learning and design of learning experiences
Assessment <i>of</i> learning	Assessment <i>for</i> and <i>as</i> learning
Cognitive development only	Whole person development
Separation of in-class and out-of-class learning	Integrated learning experience
Student learning shown in a transcript	Student learning shown in a learning portfolio

Adapted from Prof. Edmond Ko, QA Forum for HKBU, 3 December 2011

Videos

UNESCO Mobile Based Literacy Programme

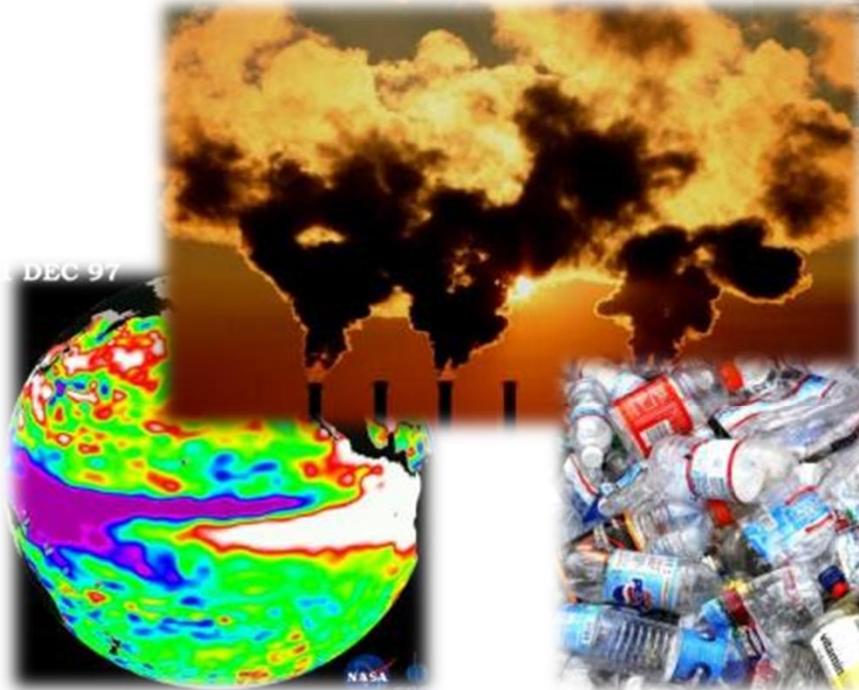
http://www.youtube.com/watch?v=Q_-Qugz2Oec

The 5 Minute University

<http://www.youtube.com/watch?v=kO8x8eoU3L4>

Global Problems

- Financial Matters
- Global Warming
- Natural Disaster
- Pollution



Technologies

The direction that education starts a man will determine his future life.

— Plato (c 428-348 BC)



Teamwork &
Collaboration amongst
Peoples



Outcomes-Based Teaching & Learning (OBTL) and Constructive Alignment



What is OBTL?

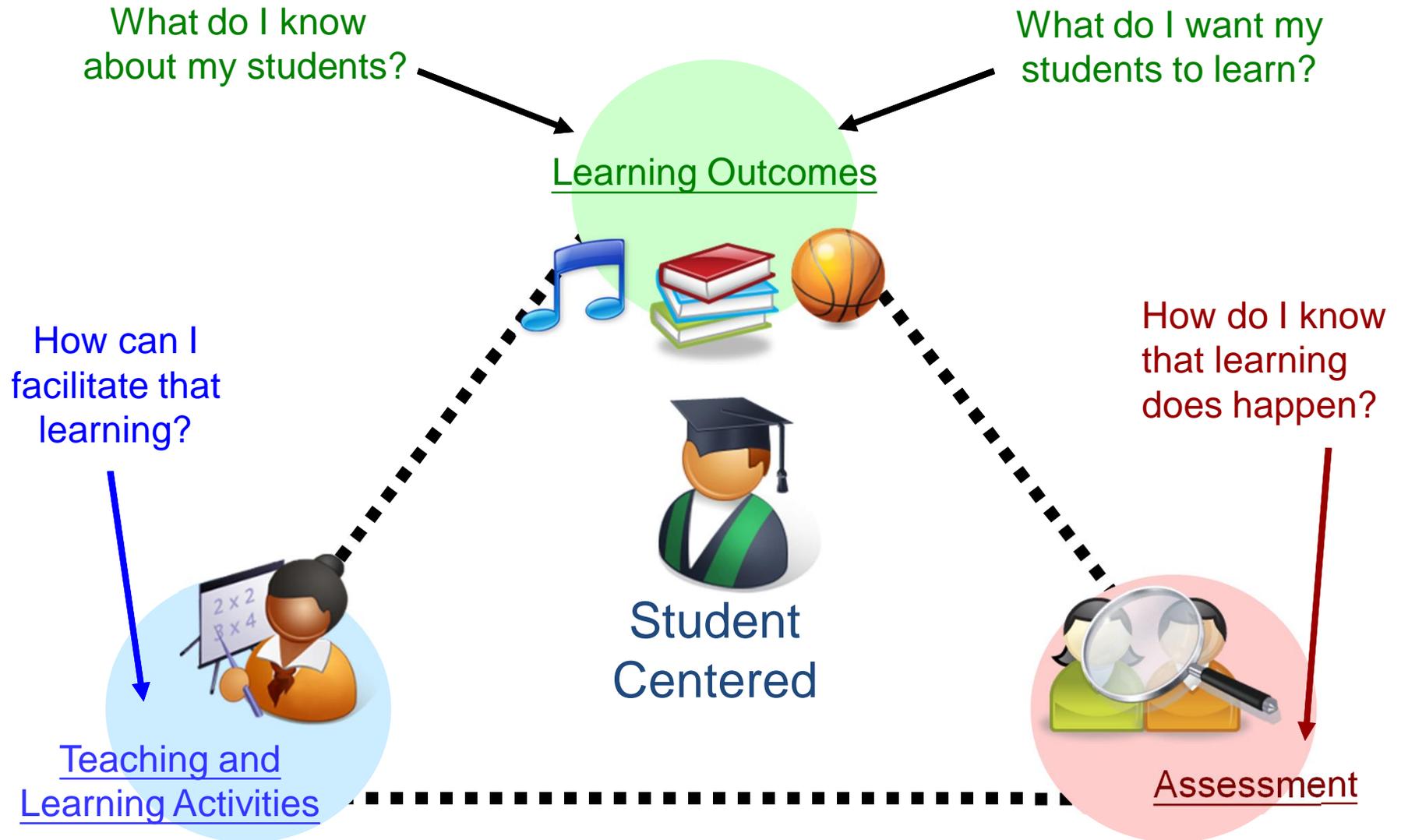
- Focusing on what students come out from the programme with, instead of what teachers intends to teach:
 - *What do teachers intend their student to be able to do or achieve after completion?*
- The outcomes that teachers intends students to attain and demonstrate call 'intended learning outcomes' (ILOs)

<http://www.youtube.com/watch?v=iMZA80XpP6Y&feature=related> - Part 1

<http://www.youtube.com/watch?v=2GYDGrNJRy8&feature=related> - Part 2

<http://www.youtube.com/watch?v=ggThtlnFtnM&feature=related> - Part 3

Micro-framework of OBTL



Adapted from workshop of Prof. Edmond Ko on "Motivating Student Learning with Engaging Pedagogies"

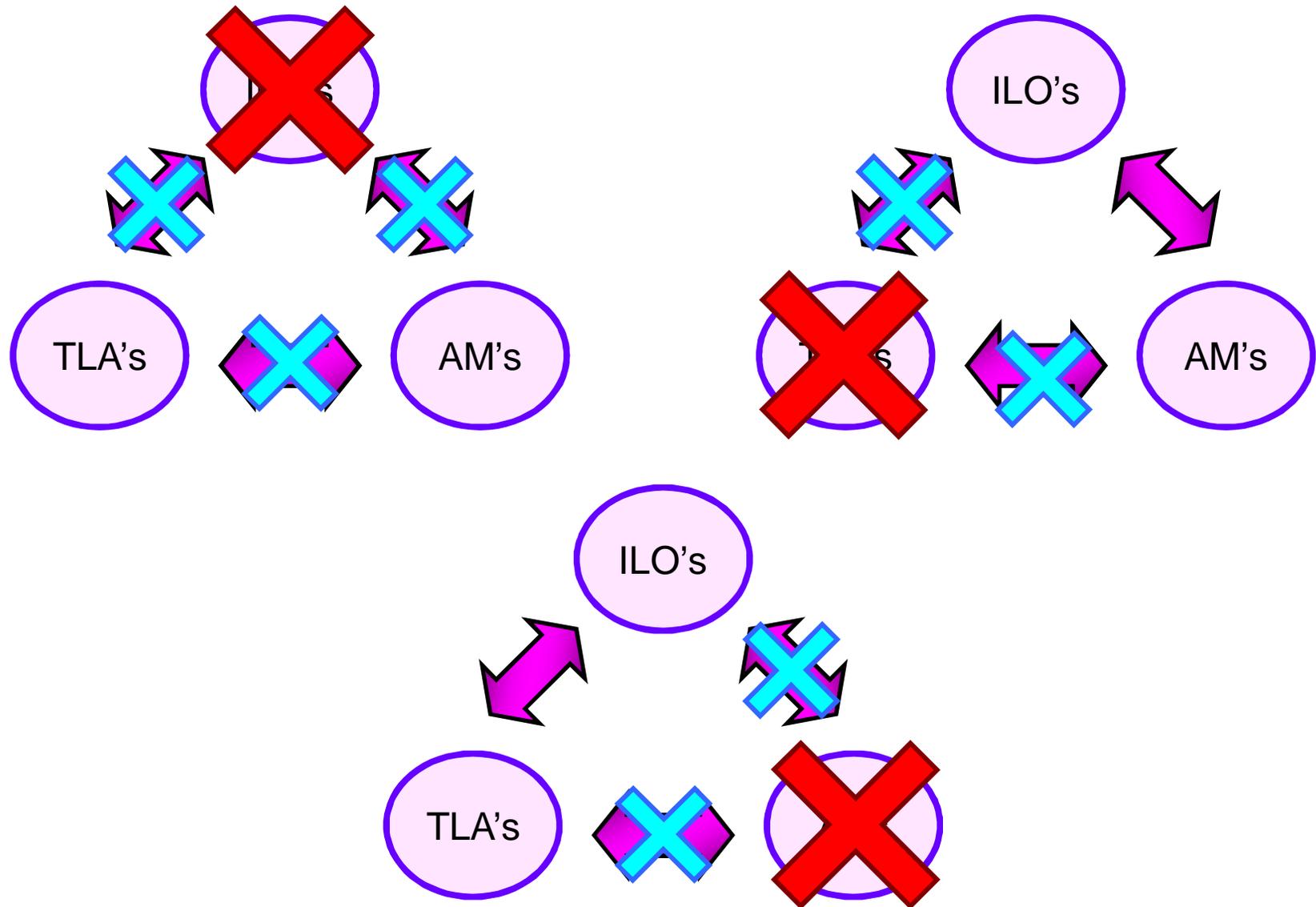
OBTL & Constructive Alignment

An alignment of:

- Intended Learning Outcomes
 - Where you are going?
- Teaching and Learning Activities
 - How are you going to get there?
- Assessment Methods (both as a motivation for learning and a measure of learning effectiveness)
 - How do you know you are there?



Some Common Mis-Alignments



Constructive Alignment: How?

Three Steps:

1. **Describe** intended outcomes in terms of what the students are supposed to be able to perform after learning.
2. **Engage** students in learning activities that bring about the intended outcomes.
3. **Judge** if and how well students performances meet the criteria.

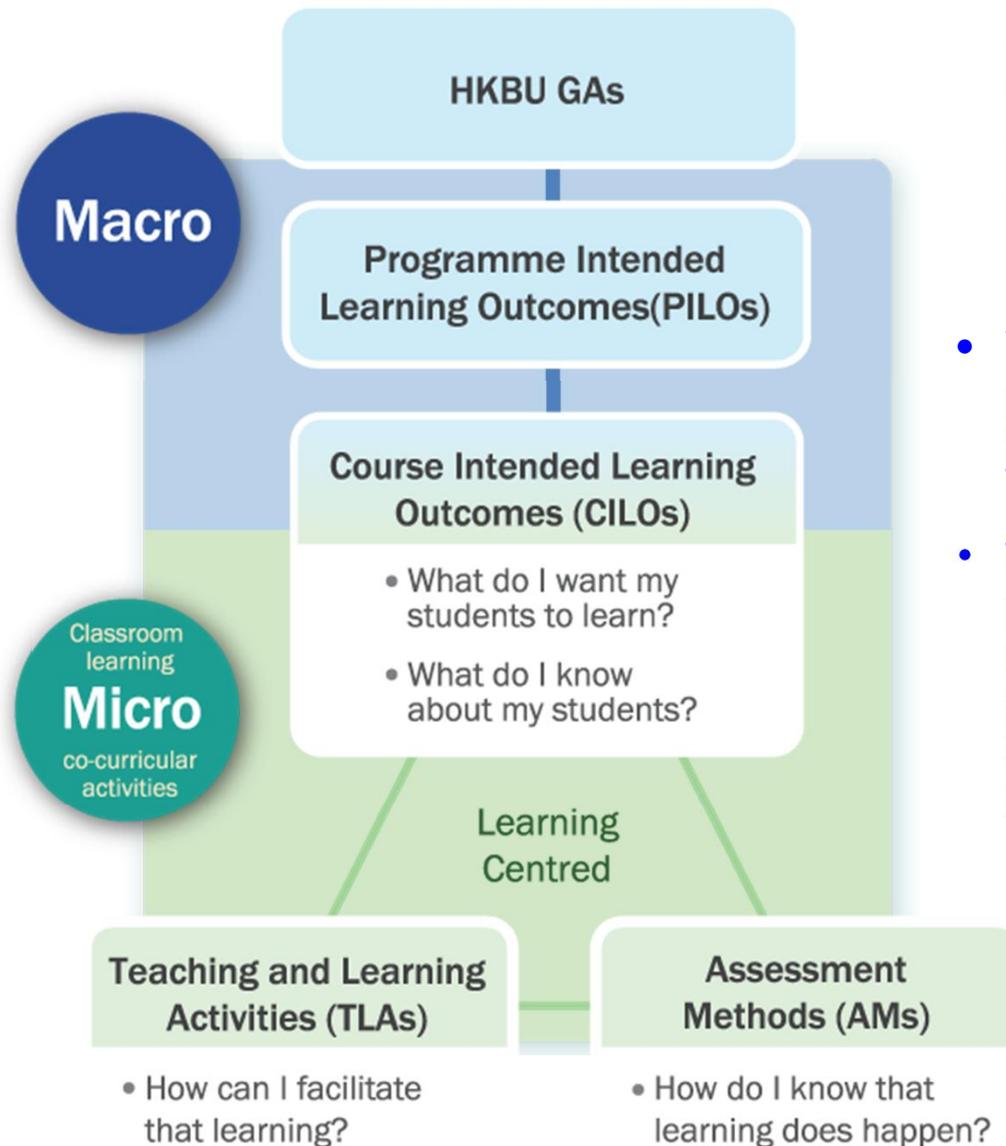
An example of OBTL Course Syllabus Template

Course Intended Learning Outcomes (CILOs)	
CILO	By the end of the course, you should be able to:
CILO1	Perform/apply/...
CILO2	Critically evaluate ...
CILO3	Differentiate...
CILO4	...

Teaching & Learning Activities (TLAs)	
CILO No.	TLAs
CILO1	You will: - Be given hands-on instruction on ... - Be given written tasks to write ...
CILO2	- Be working in teams ... - Be given hands-on experience ...
CILO3	...
CILO4	...

Assessment Methods (AMs)			
Type of Assessment	Weighting	CILOs to be addressed	Description of Assessment Tasks
Quizzes	10%	1-2	Quizzes will test and reward your facility with concepts and cases from lectures and readings
Assignments	30%	1-3	Assignments will test your ability to ...
Final Exam	50%	1-4	The examination will test your ability to:
In-class and on-line participation	10%	2-3	Class discussions and on-line discussions will encourage, reward, and assess your active contributions to analysis and their active engagement with other students

OBTL, Constructive Alignment & QA Mechanism



- Under OBTL, learning outcomes at courses/activities, programmes and Graduate Attributes are aligned through curriculum mappings, in which the TLAs and AMs all match the CILOs; i.e. *constructive alignment*.
- Therefore, assessments at course/activity, programme and institutional levels are not isolated, but rather, integrated.
- The University's QA Mechanism principally relies on the assessments at course or **activity** level to provide evidence in ascertaining how well the Programme Outcomes and Graduate Attributes have been achieved.

Curriculum Maps



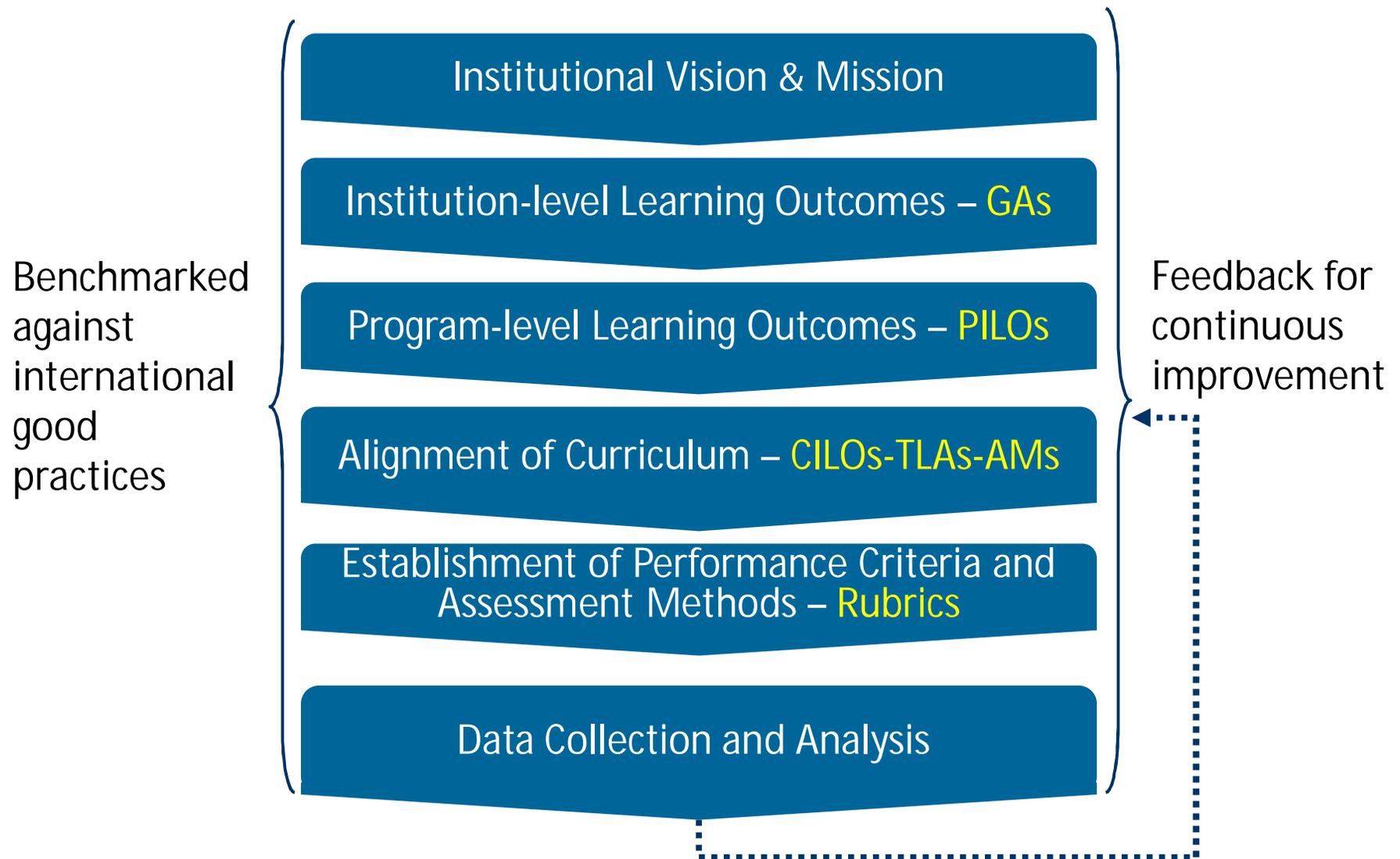
GA-PILO Mapping Matrix

	Citizenship	Knowledge	Learning	Skills	Creativity	Communication	Teamwork
PILO 1		✓	✓				
PILO 2	✓						
PILO 3			✓		✓		
PILO 4		✓		✓		✓	
PILO 5							✓

PILO-Course Mapping Matrix

	PILO 1	PILO 2	PILO 3	PILO 4	PILO 5
Course 1		✓			
Course 2		✓			✓
Course 3					✓
...	✓			✓	
...				✓	✓
...		✓	✓		

Overall OBTL framework



Writing Intended Learning Outcomes (ILOs)

Designing Teaching & Learning Activities (TLAs)

Designing Assessment Methods (AMs)



Why are learning outcomes so important?

- With **clearly defined** learning outcomes,
 - ✓ students will know exactly what they are supposed to learn,
 - ✓ teachers can adopt the most appropriate teaching methods and assessments to facilitate learning, and
 - ✓ **learning is more likely to take place**

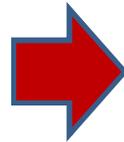
What are learning outcomes?

- A learning outcome is what a person can do as a result of a learning experience.



Lecture on Fungal Diversity

- **To do what?**



Describe the features of the major fungal groups

- To perform a specific task at a given level of competence under a certain situation



In coursework assignments, exams etc.

Teaching & Learning Activities

- If an ILO is asking “Where are you going?”
- Then a TLA (pedagogy) is explaining “How are you going to get there?”



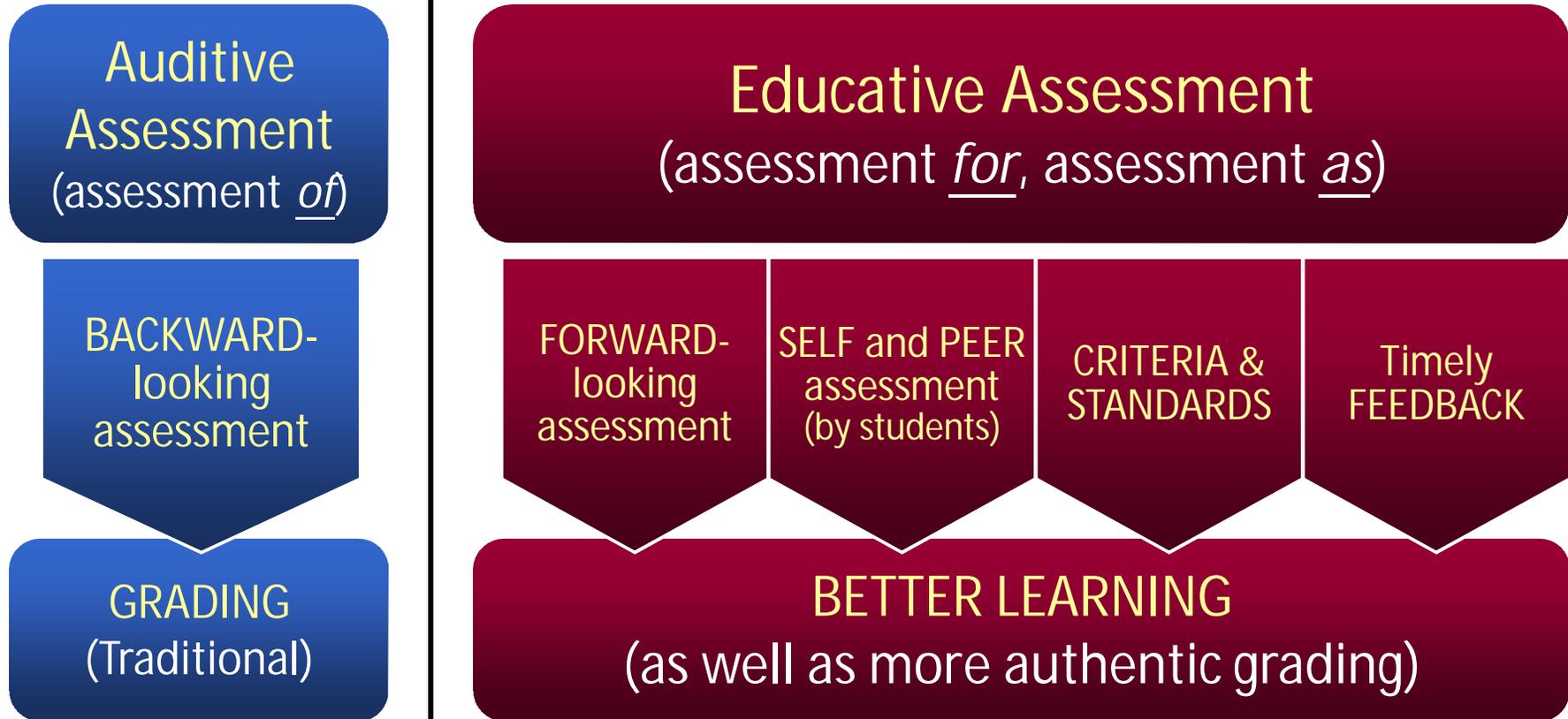
Activity: Short Discussion

Rethinking Assessment

One of the following questions has been designated to you; think about it by yourself and write your answers on the post-it slip provided.

1. What is the purpose of assessment?
2. What are the common assessment tools?
3. Who is responsible for assessment?

A new perspective on assessment



Adapted from Prof. Edmond Ko, QA Forum for HKBU, 3 December 2011

Purpose of Assessment

Assessment *of* learning

Traditional approach in finding out what a student has learned

Typical assessment tools include examinations, term papers, reports, etc.

Assessment result is usually a grade, with little feedback for improvement.

Assessments tend to **promote surface learning and extrinsic motivation.**

Assessment *for* learning

Emphasis is on using assessment to **promote learning.**

Students are **given clear expectations** of the intended learning outcomes and their roles in managing their learning.

Students are **engaged in meaningful learning activities.**

Students are given specific and timely **feedback for continuous improvement.**

Assessment *as* Learning

Students are actively **engaged in the assessment process.**

Students play an active role in **assessing their own work.**

Self- and peer-assessments become an integral part of the learning process.

Learning portfolios are used to capture a body of **evidence**, both **qualitative and quantitative.**

Assessment Methods (AMs): How?

Before designing any Assessment Methods, an important first step is to decide *what performances* would represent *evidence that a particular learning outcome has been achieved*.

A second step is to *ensure* that there is an *alignment between the learning outcome and the evidence*.

[The key to achieving alignment mainly rests with the action verbs that we choose which identify what a learner can do after successfully completing the Teaching and Learning Activity]

Formative and Summative Assessment

	Formative	Summative
Time	During a learning activity/unit	At the conclusion of a learning activity/unit
Goal	To improve learning	To make a decision
Feedback	Return to material/ learning issues	Final judgement
Frame of reference	Always criterion (evaluating all students according to the same criteria)	Sometimes normative (comparing each student against the others) Sometimes criterion (evaluating each student according to the same criteria)

Frequency of the Assessment

- Continuous
 - Assessments are done throughout the semester in various forms (e.g., homework assignments, quizzes)
- End-of-course
 - A single assessment implemented at the end of the semester.

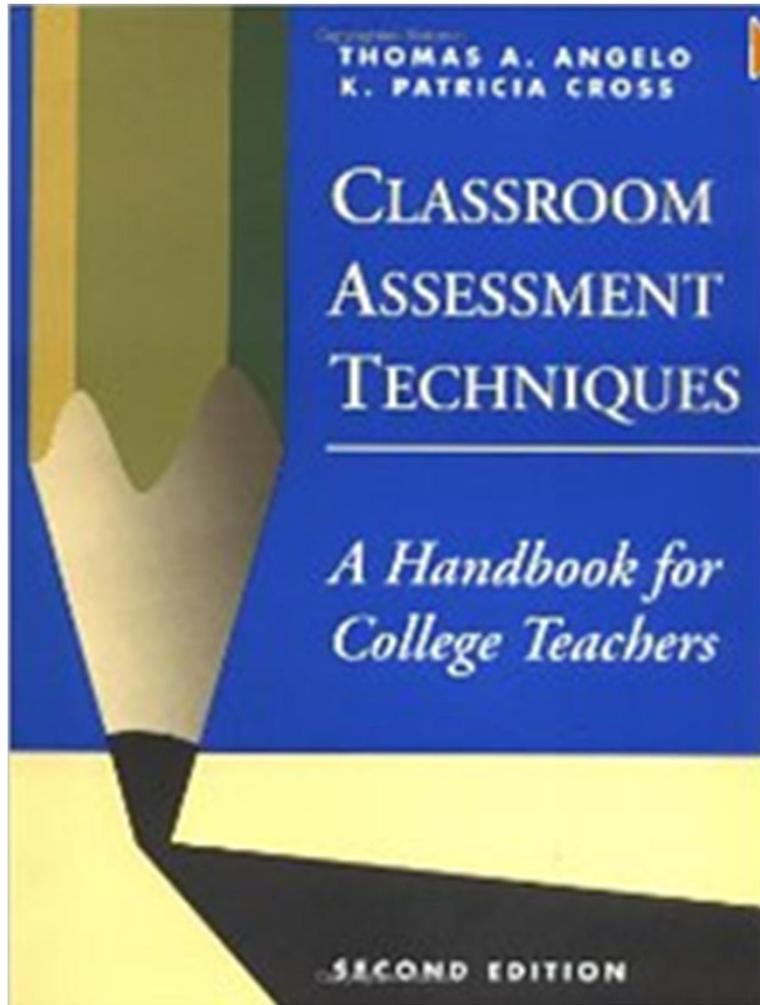


Adopted from: Prof. Edmond Ko, "Overview on Assessment and Assessment Rubrics"

Example Assessment Methods

Type of Assessment Methods	Weighting	CILOs to be addressed	Description of Assessment Methods
Essay	20%	1 - 2	An essay that is designed to measure students' ability to articulate and apply ethical evaluation and specific theories.
Term Paper	30%	1 - 4	An essay-type term paper is designed to measure students' ability to apply and evaluate specific theories on specific problems and issues in an integrated in-depth manner.
In-class participation	10%	1 - 4	Student' participation and performance in in-class discussion will be assessed.
Final Examination	40%	1 - 4	Students are expected to provide their answers in essay form on a boarder range of issues. This enables us to assess how far students have achieved a basic level of comprehension and are able to express their views in a convincing and well-justified manner.

Recommended Text



Classroom Assessment
Techniques: A Handbook
for College Teachers
(Josse Bass Higher and
Adult Education)

by

- *Thomas A. Angelo*
- *K. Patricia Cross*

An Example of Constructive Alignment in Hospitality and Tourism Discipline

Level	Action Verbs	CILOs	TLAs	AMs
Knowledge/ Comprehension	Identify, explain	<p><i>Subject: Tourism Business, Ethics and Law</i></p> <p>Identify various ethical issues and regulations in the hospitality and tourism industry; and Explain their implications to the relevant stakeholders of the industry.</p>	<p>Interactive lecture together with in-class discussion are adopted for illustration of concepts, principles and principles.</p> <p>Case Studies enable students to play the role of decision-maker in addressing/solving the ethical and legal problems.</p>	<p>In-class Debate based on precedent court cases related to hospitality and tourism business is to assess students' understanding of the law and ability to articulate the results of their critical analysis of situations.</p>
Application/ Analysis	Analyze	<p><i>Subject: Attractions Management</i></p> <p>Analyse the different design and management considerations of attractions.</p>	<p>Field Visit/Study provides students with real experience about design, operation and management of different attractions (e.g. museum, theme park, Ngong Ping 360). Prior to site visits, management team will brief students to enhance students' understanding.</p> <p>This TLA is delivered together with AM – Group Project.</p>	<p>Group Project allows students to analyse and assess the design and management approaches of two selected attractions.</p>
Synthesis/ Evaluation	Evaluate, recommend	<p><i>Subject: Tourism Policy and Planning</i></p> <p>Evaluate tourism planning issues and process by planning documents and site inspection; and Recommend the feasible suggestions to tourism planning and policy-making</p>	<p>Case Studies help students learn typical planning issues, problems and challenges in real world.</p> <p>A Field Trip/Site Visit to a tourist region (e.g. Sai Kung or Overseas Chinese Town in Shenzhen) aims to provide students with primary and real experience of tourism planning. This TLA is delivered together with AM – Group Project.</p>	<p>Group Project is undertaken based on Field Trip/Site Visit. It requires students to investigate and evaluate the real-life opportunities, problems and issues influencing tourism planning, through synthesis and integration of planning concepts and theories</p>



Break
(15 minutes)

Criterion-Referenced Assessment



Class Rank	Overall Scores
1	76.5
2	76.3
3	70.6
4	68.4
5	68.3
6	67.9
6	67.9
8	67.6
9	67.2
10	66.8
11	66.7
12	66.5
13	63.4
14	63.1
15	62.7
16	60.4
17	59.8
18	59.1
19	57.5
20	54.0

Who can get
an A?

Class Rank	Overall Scores
1	88.6
2	87.4
3	86.2
4	82.3
5	80.5
6	78.4
7	76.6
8	76.3
9	74.1
10	73.6
11	73.2
12	72.4
13	69.5
14	67.4
15	67.1
16	66.0
17	64.9
18	63.1
19	58.2
20	57.7

Class Rank	Overall Scores
1	76.5
2	76.3
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9	67.2
10	66.8
11	66.7
12	66.5
13	63.4
14	63.1
15	62.7
16	60.4
17	59.8
18	59.1
19	57.5
20	54.0

A

B

C

Who can get an A?

Class Rank	Overall Scores
1	88.6
2	87.4
3	86.2
4	82.3
5	80.5
6	78.4
7	76.6
8	76.3
9	74.1
10	73.6
11	73.2
12	72.4
13	69.5
14	67.4
15	67.1
16	66.0
17	64.9
18	63.1
19	58.2
20	57.7

A

B

C

D

Class Rank	Overall Scores
1	76.5
2	76.3
3	70.6
4	68.4
5	68.3
6	67.9
6	67.9
8	67.6
9	67.2
10	66.8
11	66.7
12	66.5
13	63.4
14	63.1
15	62.7
16	60.4
17	59.8
18	59.1
19	57.5
20	54.0

A

B

C

Who can get
an A?

Class Rank	Overall Scores
1	88.6
2	87.4
3	86.2
4	82.3
5	80.5
6	78.4
7	76.6
8	76.3
9	74.1
10	73.6
11	73.2
12	72.4
13	69.5
14	67.4
15	67.1
16	66.0
17	64.9
18	63.1
19	58.2
20	57.7

A

B

C

Modes of Assessment

Criterion-referenced Assessment (CRA)	Norm-referenced Assessment (NRA)
<ul style="list-style-type: none">• Tells us what a student has learned and how well as compared with the objectives/criteria• Each student's grade is independent of any other student's• Say what you want the student to be able to do:<ul style="list-style-type: none">– Do you set criteria?– Are your students clear about the criteria?• Teach and learn it:<ul style="list-style-type: none">– Are the teaching and learning strategies aligned to the criteria?• Assess it:<ul style="list-style-type: none">– Do the assessment tasks tell you and the students how well they have met the criteria?	<ul style="list-style-type: none">• Tells us which students perform better than other students• Final grades expressed as position in class• Aiming to identify “top” students in the class

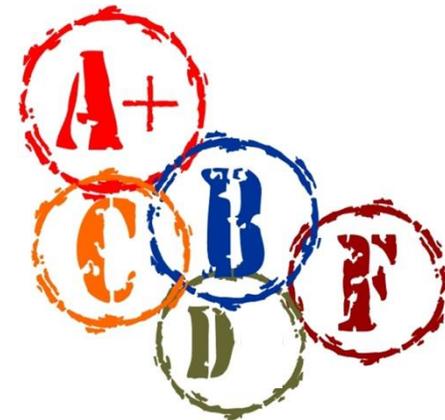
Criterion vs. Norm Referenced

	Criterion	Norm
Time	<ul style="list-style-type: none">▪ During a learning activity/unit▪ at the conclusion of a learning activity/unit	<ul style="list-style-type: none">▪ At the conclusion of a learning activity/unit
Goal	<ul style="list-style-type: none">▪ To find out if a student has reached a certain criteria on a skill, ability and behaviour▪ To find out the characteristic of the individual	<ul style="list-style-type: none">▪ To compare the students in relation to their peers▪ To find out a student's ability in relation to others

The Meaning of Grades

- In norm-referenced assessments, grades correspond to class ranks
- In criterion-referenced assessment, grades indicate standards of achievement in specific learning outcomes, for which an *assessment rubric* will need to be written.

Adapted from Professor Edmond Ko's workshop on
"motivating student learning"

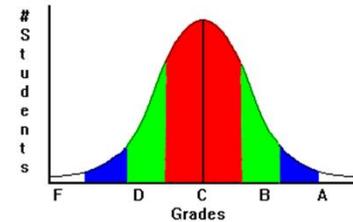


Assigning Grades

- Norm-referenced assessment

- The curve system

- A student's performance is compared with those of other students



- Criteria-referenced assessment (standards-referenced)

- The absolute grading system

- A students' performance is graded with respect to intended learning outcomes

90 - 100 = A
80 - 89 = B
70 - 79 = C
60 - 69 = D
Below 59 = F

Adopted from Professor Edmond Ko's workshop on "motivating student learning"

Quick poll for Feedback (iQlickers)

1. Pace:

Too slow 1 5 Too fast

2. Relevance:

Little 1 5 Lots

3. Instructional Format:

No, I don't like it 1 5 Yes, I like it

Rubrics Development



Assessment Rubrics

- A systematic scoring guideline to evaluate students' performance (papers, speeches, problem solutions, portfolios, cases) through the use of a detailed description of performance standards.
 - Contains a list of the **THINGS YOU ARE LOOKING FOR**
 - Focuses your attention on a few key outcomes at a time in the evaluation
 - **A GUIDELINE FOR EVALUATING EACH OF THOSE THINGS**

Source: <http://www.utexas.edu/academic/mec/research/pdf/rubricshandout.pdf> & Professor Susan Gano-Phillips' workshop on "Developing and Applying Rubrics to Assess Student Learning in GE course and Programmes"

Why Use Rubrics?

- Providing students with clear expectations about what will be assessed, as well as standards that should be met.
- Identifying what's most important to focus on in instruction.
- Giving students guidance in evaluating and improving their work. Students can learn how to think about evaluation.
- Increasing the consistency and objectivity of evaluating.
- Makes scoring easier and faster.

Adapted from Professor Susan Gano-Phillips' workshop on "Developing and Applying Rubrics to Assess Student Learning in GE course and Programmes" & "RUBRIC USE AND DEVELOPMENT" @ http://www.mid.muohio.edu/ctl/docs/Rubric_Development.pdf

Types of Rubrics

Holistic Rubrics

- rubrics provide a single score based on an overall impression of a student's performance on a task. The converse is an analytic rubric.

Analytic Rubrics

- rubrics provide feedback along several dimensions. The converse is a holistic rubric.

Use a **holistic** rubric when:

- You want a quick snapshot of achievement.
- A single dimension is adequate to define quality.

Use an **analytic** rubric when:

- You want to see relative strengths and weaknesses.
- You want detailed feedback.
- You want to assess complicated skills or performance.
- You want students to self-assess their understanding or performance.

Source:

<http://www.utexas.edu/academic/ctl/assessment/iar/students/report/rubrics-types.php>

Adopted from Professor Susan Gano-Phillips' workshop on "Developing and Applying Rubrics to Assess Student Learning in GE course and Programmes" & "RUBRIC USE AND DEVELOPMENT" @ <http://www.bused.org/rsabe/rsabe05.pdf> 49

An example of a Holistic Rubric

Grade	Assessment Criteria	SOLO
A Excellent	The answer generalises beyond the information given. It demonstrates a high degree of originality and ability to generalise and to apply in areas beyond the subject	Extended Abstract
B Good	The answer is integrated and coherent with good coverage of relevant and accurate information. There is also evidence that the content is understood and can be applied for practice	Relational
C Satisfactory	The information covering several features of the aspect is relevant and accurate but an integrative view of the topic is lacking	Multistructural
D Marginal Pass	The information is basically relevant and accurate but there is a lack of meaningful response	Unistructural
F Fail	The information is irrelevant, inaccurate or misjudged.	Prestructural

Assessment rubric for content subjects based on the SOLO Taxonomy

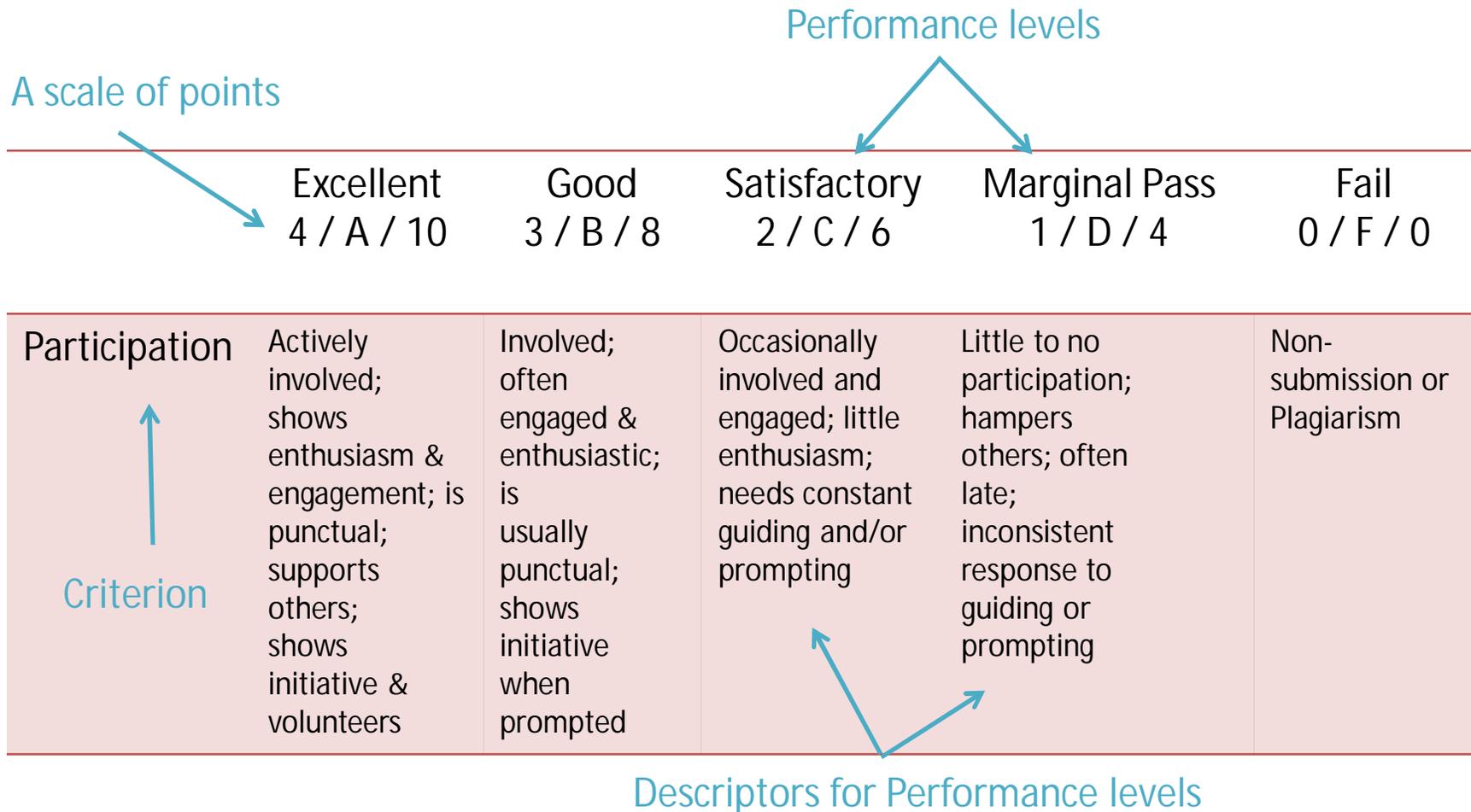
An example of an Analytic Rubric

Criteria	Excellent	Good	Satisfactory	Marginal Pass
Introduction (15 %)	Expectations of the trip with respect to the ILOs were clearly stated in the first paragraph. Satisfaction of the expectations was elaborated and evaluated. Points to be argued were well stated and catchy.	Expectations of the trip with respect to the ILOs were made clearly in the first paragraph. Satisfaction of the expectations was evaluated.	Expectations of the trip and satisfaction of the expectation with respect to the ILOs were stated.	Expectation of the trip was stated but satisfaction of the expectation was not mentioned.
Summary (15 %)	A summary of the trip was given with all required information.	A summary of the trip was given but lacking some information.	A brief summary of the trip was attempted but severely lacking most of the information.	No summary was given.
Main body (Reflection) (60%)	The experience for the reflection was memorably presented. A great depth of thought (i.e. insightful, exploratory, etc.) was shown. Feelings and thoughts were implicitly revealed through presentation of the experience. The reflection was presented in a creative manner with relevant examples provided.	The experience for the reflection was presented with feelings and thoughts being revealed The reflection was presented in a thoughtful manner with some relevant examples provided.	Reflection of the experiences did not go deeply enough. Most of the contents were talking about himself/herself instead of the experience. Reflection was limited to flimsy generalizations.	The experiences were not reflected at all and no examples were provided.
Writing (10%)	The language was clear, concise and sometimes elegant. The choice of words was accurate. Sentences were well structured.	The language was clear, but not elegant. The choice of words was sometimes inappropriate. Sentence structure was good.	The language was basic. The choice of words was sometimes inappropriate. Sentence structure was basic. Typos were identified occasionally.	The language was basic. The choice of words was inappropriate. Poor sentence structure. Typos were identified frequently.

Essential Parts of a Rubric

- **Descriptors** for each performance level that contain criteria and standards by which the performance will be judged.
- **Criteria** that describe the conditions that any performance must meet to be successful.
- **Standards** that specify how well criteria must be met.
- A scale of points

Essential Parts of a Rubric



Key Steps in Rubric Development

- Define the assignment /Task (topics, process, and product).
- Select type of rubrics based on the type of assignment and what you are interested in evaluating.
- Determine and clearly define Key Components to be evaluated (criteria).
- Determine the performance levels.
- Describe each performance level for each of the criteria, clearly differentiating between them.
- Develop a draft rubric
- Pilot, Try out, evaluate, and revise the rubric.

Adapted from Professor Susan Gano-Phillips' workshop on "Developing and Applying Rubrics to Assess Student Learning in GE course and Programmes," <http://www.bused.org/rsabe/rsabe05.pdf>, & <http://iltgroup.org/resources/Rubrics.htm#RubricRubric>

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Activity: Rubrics Development

Developing rubrics for:

– Group Oral Presentation

Possible criteria for Oral Presentation:

- Organization of the presentation
- Content
- Connection to the audience
- Team work skills
- Use of visual aids
- Time management

Any criteria for Group Oral Presentation that you can think of immediately?

<http://ctl.hkbu.edu.hk/resources/rubrics/op1.pdf>

An example ...

Course Intended Learning Outcomes (CILOs)

CILO	By the end of this course, you should be able to:
CILO1	Describe the key factors underpinning the socio-economic, arts and cultural development, and the conservation of cultural heritage in Hong Kong.
CILO2	Effectively apply generic skills (e.g. interviewing, communication, presentation, teambuilding) acquired in this course in society watch project, report writing, oral presentation and in-class/online discussions.
CILO3
CILO4

Assessment Methods (AMs)

Type of Assessment	Weighting	CILOs to be addressed	Description of Assessment Tasks
Society watch project	30%	1, 2	Each group (3-4 students) needs to give an approximately 15-min oral presentation and submit a written report of 6,000 – 8,000 words on the topic chosen for the society watch project. The written report should include but not limit to the description of the project, analysis of the findings, difficulties encounter, reflections on the learning experience, etc.
....

30% Organization of the presentation

30% Content

20% Connection to the audience

10% Team work skills

5% Use of visual aids

5% Time management

Team Work Skills (10%)

	Excellent	Good	Satisfactory	Marginal Pass
Team Balance	Every member of the team had equal chances of presenting the materials. The first speaker introduced the team-mates and captured the attention of the audience to the topic. The final speaker concluded the presentation with captures of main points.	Every member of the team had chances of presenting the materials but not equally shared the load.	Not every member of the team contributed to the presentation. Only one or two members dominated the presentation.	No team work was observed. The distribution of presentation work load was not compromised.
Transitions	Transitions from one speaker to another were smoothed. Team members "added value" to the work of others in the team.	Transitions from one speaker to another were smoothed and team members generally "added value" to the work of other members.	Transitions from one speaker to another were observed but not very smooth.	No transitions were observed from one speaker to another. Each speaker considered their part in isolation.

Use of Visual Aids (5%)

	Excellent	Good	Satisfactory	Marginal Pass
Visual Aid	Visual aids (photos, videos, etc.) were logically used to reinforce the spoken messages and the central claims of the presentation. The audience was engaged and kept interested.	Most of the visual aids used were appropriated and related to the spoken message. The presentation was supported effectively.	Visual aids were occasionally used appropriately to support some of the spoken messages.	No visual aids (including PowerPoint) were used.

Time Management (5%)

	Excellent	Good	Satisfactory	Marginal Pass
Length	The presentation was finished in time. Within 30 seconds above or below the allotted time (12 min).	The presentation was a little bit overrun or under run. Within 1 minute above or below the allotted time.	The presentation was either overrun or under run for more than 1 minute.	The presentation was overrun for 1 minute and not all contents were able to be presented. Or, the presentation was few minutes below the allotted time.

Some Common Assessments used

1. [Participation](#)
2. [Case Study](#)
3. [Role Play](#)
4. [Oral Presentation](#)
5. [Group Presentation](#)
6. [Field Studies](#)
7. [Research Paper](#)



<http://chtl.hkbu.edu.hk/resources/rubrics>

Using Rubrics to Grade Student Work

*An example from an
Arts and Culture Course*



An Example: Letter Grades to Percentage & GPA Conversion

Academic Performance	Score Points/ Percentages	Letter Grade	Grade Point Per Unit
Excellent	95-100	A	4.00
	85-94	A-	3.67
Good	80-84	B+	3.33
	70-79	B	3.00
	65-69	B-	2.67
Satisfactory	60-64	C+	2.33
	50-59	C	2.00
	45-49	C-	1.67
Marginal Pass	40-44	D	1.00
Conditional Pass	<40	E	0.00
Fail	<40	F	0.00
Incomplete		I	Not included in GPA calculation
Satisfactory		S	Not included in GPA calculation
Unsatisfactory		U	Not included in GPA calculation
Withdrawn		W	Not included in GPA calculation
Year Grade		YR	Not included in GPA calculation
Not Yet Reported		NR	Not included in GPA calculation
Project to be Resubmitted		PR	Not included in GPA calculation

Assessment rubric – Exploration Trip Report (10% of course grade)

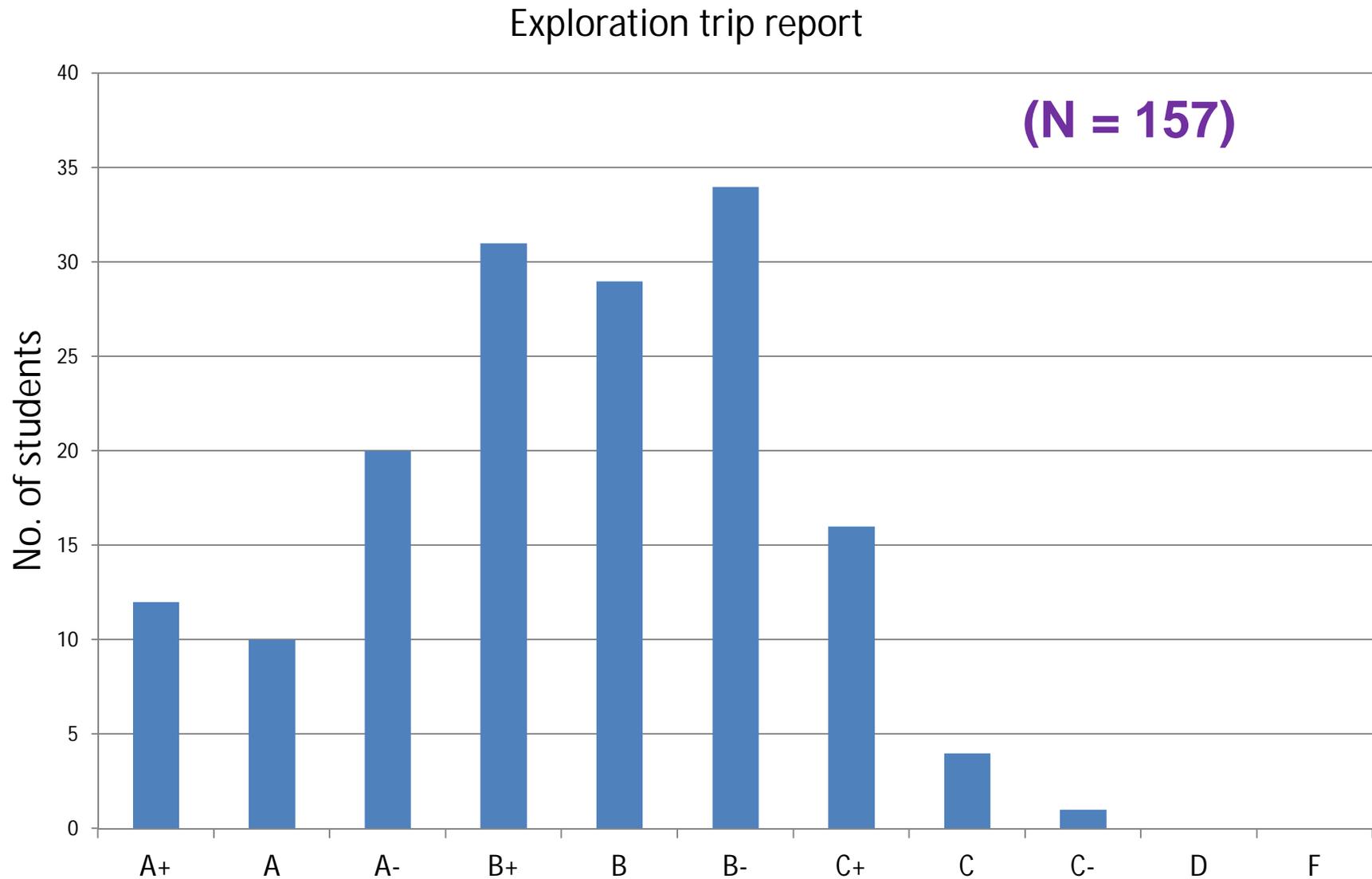
Grade	A+, A, A-	B+, B, B-	C+, C, C-	D, F
Level	4 (Excellent)	3 (Proficient)	2 (Basic)	1 (Unacceptable)
Score	100>X≥85	85>X≥70	70>X≥50	50>X

Criteria	Excellent 4	Good 3	Satisfactory 2	Marginal Pass 1
Introduction (15 %)	Expectations of the trip with respect to the ILOs were clearly stated in the first paragraph. Satisfaction of the expectations was elaborated and evaluated. Points to be argued were well stated and catchy.	Expectations of the trip with respect to the ILOs were made clearly in the first paragraph. Satisfaction of the expectations was evaluated. 	Expectations of the trip and satisfaction of the expectation with respect to the ILOs were stated.	Expectation of the trip was stated but satisfaction of the expectation was not mentioned.
Summary (15 %)	A summary of the trip was given with all required information.	A summary of the trip was given but lacking some information.	A brief summary of the trip was attempted but severely lacking most of the information. 	No summary was given.
Main body (Reflection) (60%)	The experience for the reflection was memorably presented. A great depth of thought (i.e. insightful, exploratory, etc.) was shown. Feelings and thoughts were implicitly revealed through presentation of the experience. The reflection was presented in a creative manner with relevant examples provided. 	The experience for the reflection was presented with feelings and thoughts being revealed The reflection was presented in a thoughtful manner with some relevant examples provided.	Reflection of the experiences did not go deeply enough. Most of the contents were talking about himself/herself instead of the experience. Reflection was limited to flimsy generalizations.	The experiences were not reflected at all and no examples were provided.
Writing (10%)	The language was clear, concise and sometimes elegant. The choice of words was accurate. Sentences were well structured.	The language was clear, but not elegant. The choice of words was sometimes inappropriate. Sentence structure was good. 	The language was basic. The choice of words was sometimes inappropriate. Sentence structure was basic. Typos were identified occasionally.	The language was basic. The choice of words was inappropriate. Poor sentence structure. Typos were identified frequently.

Total: $3 \cdot 0.15 + 2 \cdot 0.15 + 4 \cdot 0.6 + 3 \cdot 0.1 = 0.45 + 0.3 + 2.4 + 0.3 = 3.45$ (score)

$3.45/4 \cdot 100 = 86.3 = A-$

Grade Distribution: Exploration Trip Report



Activity: Grading with rubrics

(use assessment rubric for workshop report)

Reflection Essay for Workshops

Student 1

Each person living in this world, both as an individual and a member of society, needs certain abilities and skills to achieve success. The three workshops of ACEP0010 not only taught me valuable generic skills but brought great changes to my personal life. The generic skills discussed in the workshops actually have certain inner-connections. First as an individual, one should be able to learn, to observe, to imagine, and to understand, while as a social member, he should also be able to present, to communicate and to cooperate. Therefore I should say that the three workshops on potentials, communication and teambuilding laid a sound foundation for my future learning and career development.

The first workshop intended to explore our potentials to observe, to imagine, to understand and to express. Professor Wu told us that when to observe, you can use not only your eyes to see, but also other senses like the nose and ears to smell and to hear: The important thing is to feel and to imagine. What impressed me most is the game when the participants were asked to guess a classical Chinese poem which was put in the wrong order. A classmate was very quick in finding the right answer because he imagined the sound of the words instead of their form. Another game is to role play as *The Thinker*, a sculpture by the famous French artist Auguste Rodin. Through self-practice, the participants came to understand how hard to maintain the pose and why the sculpture is so famous. The greatest inspiration I got from this workshop is that in spite of one's ability to observe, to imagine and

The Secret of Success

Student 2

adays, with the rapid development of the modern society, an increasing number of people are paying attention on the secret of success and the opinions vary considerably from person to person. However, three workshops we took recently in the course ACEP gave us the best answer: the skill of communication, fully releasing the potential capability and well teambuilding. Firstly, there is no denying that teamwork plays an extremely significant role in our society. Individual capability is limited, but the power of a team is incredible. Just as an old saying: "Many heads are better than one." If we want to achieve the end of success, a good teambuilding can never be ignored. For instance, when taking the workshop about teambuilding, we were supposed to build a bridge, making full use of paper. Impossible though it may seem to us, when working in a team, finished the bridge quickly, which was beyond our wildest imagination. From my personal perspective, the reason why our team can finish the task quickly is that we have a good teambuilding. Having good communication among the team members, the appropriate division of work, as well as the cooperation, we are able to complete our task with efficiency. As we all know, $1+1=2$, however, as long as we cooperate well in a team, $1+1>2$ will be possible to happen. Secondly, in order to have a good teambuilding, we cannot emphasize the vital significance of communication too much. In other words, a good skill of communication can lay a solid foundation for our team work, which is considered to be one of the most important factors when we are on our way to success. Take the workshop about communication for example. During the workshop, we played a quite meaningful game. In this game, one person folded the paper according to the instructions given by the other person, who sat behind him. At first, I thought it

Individual Written Assignment – Workshop Report (15% of course grade)

Criteria	Excellent 4	Proficient 3	Basic 2	Unacceptable 1
<p>Reflection on experience in the workshop (20%)</p> <p><i>Experience during workshops – your own observation and/or your experience through participation of activities during the workshops.</i></p>	<p>Reflections included an analysis of an inter-connection of the generic skills taught in the three workshops. In depth review of personal observation and/or participation of activities in the workshops to evaluate one's own behavior or others' behavior. Relevant examples were stated and explained.</p>	<p>Reflections included an analysis of the generic skills taught in the three workshops. Little connections were made. In depth review of personal observation and/or participation of activities in the workshops to evaluate one's own behavior or others' behavior. Relevant examples were stated and explained.</p>	<p>Reflections included an analysis of only individual generic skill taught in the three workshops. But no connections were made. Personal observation and/or participation of activities in the workshops were reviewed with some depth. Minimal evaluations of one's own behavior or others' behavior. Examples were stated but some were irrelevant.</p>	<p>Reflections included an analysis of only one generic skill taught in the three workshops. Personal observation and/or participation of activities were reviewed at a surface level. Lacking examples to support the content of reflection.</p>
<p>Reflection on prior learning experience (20%)</p> <p><i>Past experiences on the applications of generic skills (e.g. communication, observation, teamwork, etc.).</i></p>	<p>In depth review of prior experiences (past experiences inside and outside of the classroom) on the applications of generic skills to reveal significantly changed perspectives about educational and life experiences, which provide foundation for growth and maturity over time.</p>	<p>In depth review of prior experiences (past experiences inside and outside of the classroom) on the applications of generic skills indicating broader perspectives about educational or life events.</p>	<p>Reviewed prior experiences (past experiences inside and outside of the classroom) on the applications of generic skills with some depth, indicating a somewhat broader perspectives about educational or life events.</p>	<p>Reviewed prior experiences (past experiences inside and outside of the classroom) on the applications of generic skills at a surface level, without indicating broader perspectives about educational or life events.</p>
<p>Goal setting for future learning (30%)</p> <p><i>Short-term goals for future applications of the generic skills taught in the three workshops.</i></p>	<p>Learning goals were set according to previous learning experience and personal future development regarding the applications of generic skills. The goals were stated clearly and realistically with sufficient and relevant examples of action and time scheduling for achieving the goals.</p>	<p>Learning goals were set according to previous learning experience and personal future development regarding the applications of generic skills. The goals were stated clearly with general action plans.</p>	<p>Learning goals regarding the applications of generic skills were set but with no connections to previous learning experience. The goals were not realistic and no concrete action plan was stated.</p>	<p>Learning goals regarding the applications of generic skills were not stated.</p>
<p>Organization (20%)</p>	<p>The essay had clear and appropriate beginning, development and conclusion. Paragraphing and transitions were also clear and appropriate with logical and interesting sequence that readers can follow easily.</p>	<p>The essay had adequate beginning, development and conclusion. Paragraphing and transitions were also adequate. Most information was presented in logical sequence. A few minor points maybe confusing.</p>	<p>The essay had a weak beginning, development and conclusion. Paragraphing and transitions were also deficient. Some ideas jumped around sections and several points were confusing.</p>	<p>Organizational structure and paragraphing had serious and persistent errors. Ideas were disjointed.</p>
<p>Writing (10%)</p>	<p>The writing was clear, concise and sometimes elegant. The choice of words was accurate. Sentences were well structured. Number of words fell within the range of the word limit.</p>	<p>The writing was clear, but not elegant. The choice of words was sometimes inappropriate. Sentence structure was good.</p>	<p>The writing was basic. The choice of words was sometimes inappropriate. Sentence structure was basic. Typos were identified occasionally.</p>	<p>The writing was basic. The choice of words were inappropriate. Poor sentence structure. Typos were identified frequently.</p>

Formative Feedback

- One of the most powerful factor leading to good learning.
- Effective feedback requires students to have baseline knowledge of where they are and the knowledge of where they are heading – the ILOs.
- Can be provided by the teacher, peers or self – each providing a different aspect to their self-knowledge.

(John Biggs & Catherine Tang: 2007)

Feedback

Feedback helps motivate students to learn

- The feedback is timely in that it is received by students while it still matters to them and in time for them to pay attention to further learning or receive further assistance.
- Feedback is appropriate to the purpose of the assignment and to its criteria for success.
- Feedback is appropriate, in relation to students' understanding of what they are supposed to be doing.
- Feedback is received and attended to.
- Feedback is acted upon by the student.





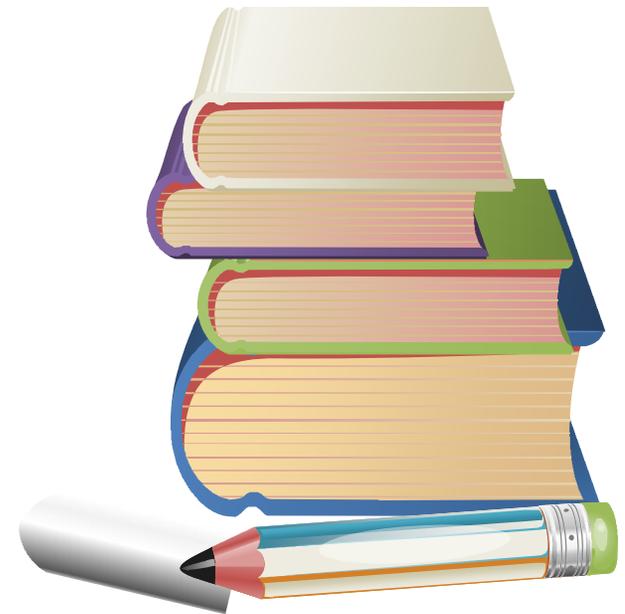
Using assessment results to improve teaching and learning

HOW?

Feedback for the Teacher

	Reflection on experience in the workshop	Reflection on prior learning experience	Goal setting for future learning	Organization	Writing
Student 1	4	3.5	3	3.5	4
Student 2	4	4	4	4	4
Student 3	3.5	4	3	3	3.5
Student 4	3	3	3	3	3
Student 5	3.5	3.5	2	3	3.5
Student 6	4	4	1	3	3.5
Student 7	2.5	2.5	1	2	2.5
Student 8	3	4	2.5	3	3.5
Student 9	4	4	3	4	4
Student 10	3.5	4	2	3.5	3
Student 11	3	3	2.5	3	3
Student 12	3	3.5	2	3	3
Overall	3.42	3.58	2.42	3.17	3.38

Rubrics help get to Actionable Knowledge



Use of generic rubrics:

- Identify related categories (with other assessors)

Suppose that 8% of the baseball players in a country are users of a performance enhancing substance. A test for the use of the substance with 80% sensitivity and 96% specificity is available. Complete the following table of the average result for every 5,000 players tested: (0.5 points for each correct row; no steps required)

	Substance users	Clean athletes	Total
Positive	<u>320</u>	<u>184</u>	<u>504</u>
Negative	<u>80</u>	<u>4416</u>	<u>4496</u>
Total	<u>400</u>	<u>4600</u>	<u>5000</u>

Criteria

Interpretation

Representation

Calculation

Application/Analysis

Assumption

Communication

Courtesy of Dr Simon To, Department of Mathematics, HKBU

Observation #1:

Involvements of criteria are NOT explicit

- Assignments set according to CILOs

Suppose that 8% of the baseball players in a country are users of a performance enhancing substance. A test for the use of the substance with 80% sensitivity and 96% specificity is available. Complete the following table of the average result for every 5,000 players tested: (0.5 points for each correct row; no steps required)

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Total	<u>400</u>	<u>4600</u>	<u>5000</u>

Criteria
Interpretation
Representation
Calculation
Application/Analysis
Assumption
Communication

Courtesy of Dr Simon To, Department of Mathematics, HKBU

Observation #2:

Some criteria are generally more heavily involved

- Blind spots identified

Suppose that 8% of the baseball players in a country are users of a performance enhancing substance. A test for the use of the substance with 80% sensitivity and 96% specificity is available. Complete the following table of the average result for every 5,000 players tested: (0.5 points for each correct row; no steps required)

	Substance users	Clean athletes	Total
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Total	<u>400</u>	<u>4600</u>	<u>5000</u>

Criteria

Interpretation

Representation

Calculation

Application/Analysis

Assumption

Communication

- Possible refinements suggested

Courtesy of Dr Simon To, Department of Mathematics, HKBU

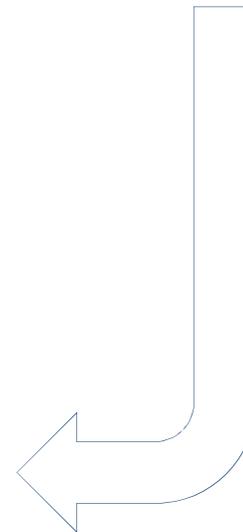
Assessment by Numeracy Courses *Experience Sharing*

How assessment results help Teaching & Learning #1:

Outcomes assessment *process*:

- Blind spots (coursework design) identified
- Possible refinements (coursework design) suggested

Criteria
Interpretation
Representation
Calculation
Application/Analysis
Assumption
Communication



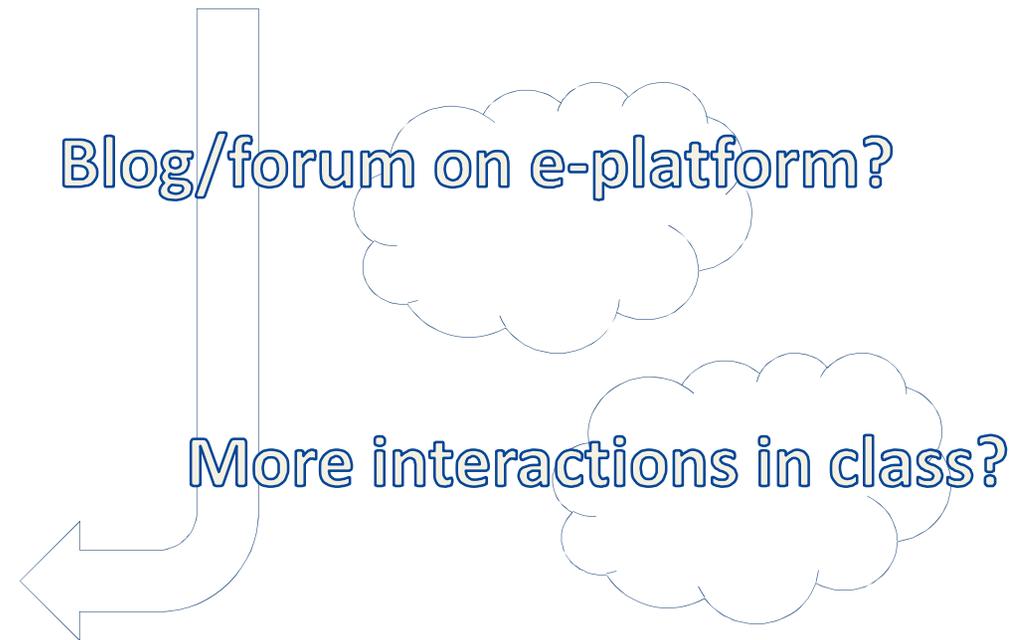
Courtesy of Dr Simon To, Department of Mathematics, HKBU

How assessment results help Teaching & Learning #2:

Outcomes assessment *results*:

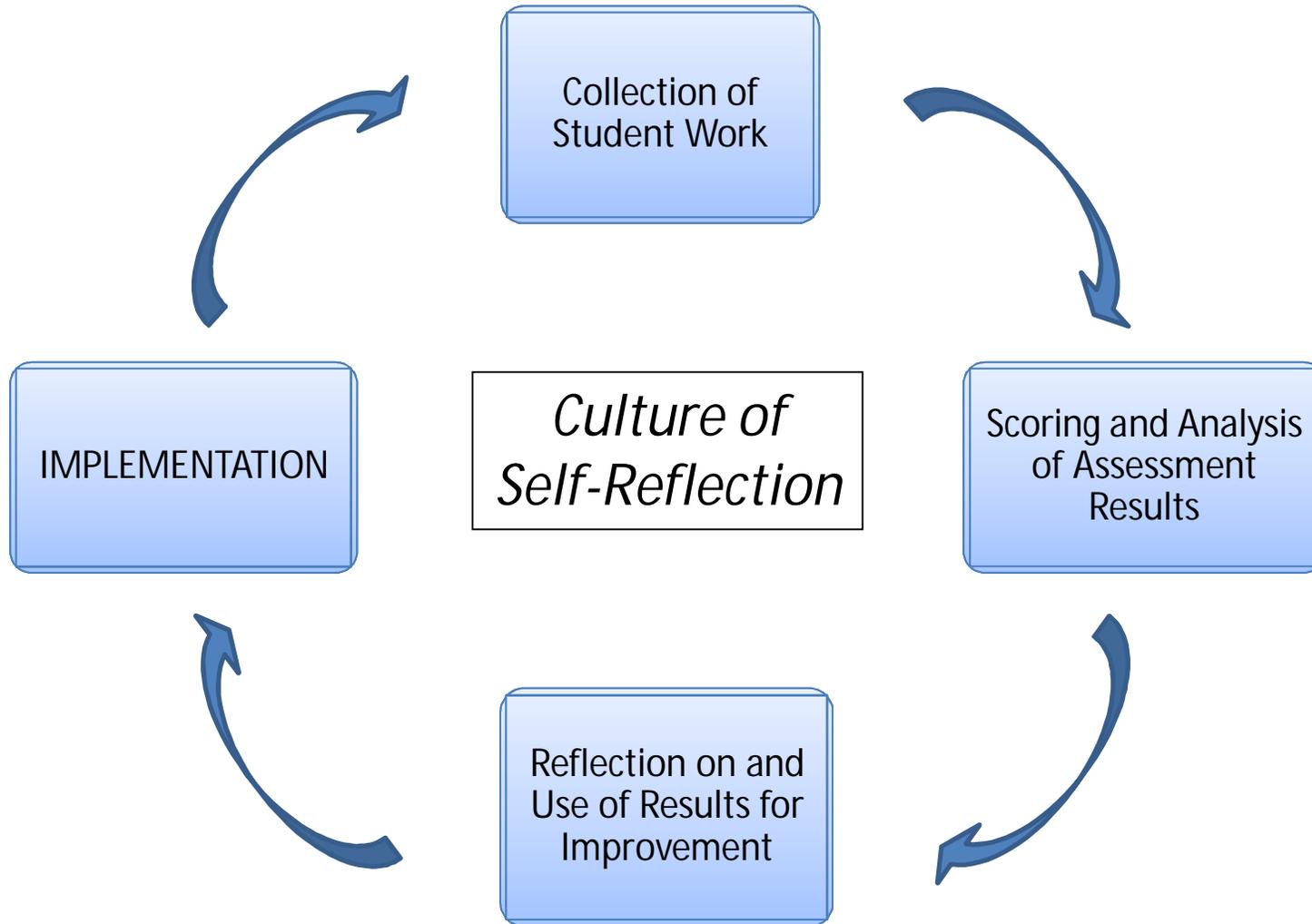
- Weaknesses (students' performance) identified
- Refinements (teaching focus/method) needed

Criteria
Interpretation
Representation
Calculation
Application/Analysis
Assumption
Communication



Courtesy of Dr Simon To, Department of Mathematics, HKBU

Reflecting & Using Results



Activity: Minute Paper (iQlickers)

1. What was the most important thing you learned in this lesson?
2. What important question remains unanswered (if any)?

Recap: Intended Outcomes

By the end of this Workshop, you should be able to:

1. **Describe** how Constructive Alignment underpins OBTL.
2. **Explain** the relationships between Criterion Referenced Assessment (CRA) and OBTL.
3. **Explain** how grading with rubrics can improve and enhance teaching and learning;
4. **Design** effective assessment rubrics to assess students' works.



Questions?

Thank you!



Acknowledgements

Professor Edmond Ko, previous Director, Engineering Education Innovation Centre, HKUST

(Professor Ko, a renowned educator in Hong Kong, passed away suddenly in April 2012. We are missing a friend and a mentor)

Selected materials adopted from course SG8001 offered at CityUHK.

Selected materials adopted from various staff development activities offered by CHTL at HKBU

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RUBRIC USE AND DEVELOPMENT

Using rubrics is a way of ensuring that students, teachers, and parents alike know the purpose of the work that students are being asked to do. The use of rubrics as a tool for scoring work has the potential for giving students the power and responsibility that goes with knowing what is being asked of them and how to achieve it.

What is a rubric?

A rubric is an evaluation tool that describes the criteria for performance at various levels using demonstrative verbs. It is a performance-based assessment process that accurately reflects content skills, process skills, work habits, and learning results.

There are generally two types of rubrics: holistic and analytic. It is important to analyze the task, activity or project being assessed and determine which type of rubric is most appropriate to apply. A holistic rubric describes a student's work as a single score--the report or project as a whole is assigned a score. Therefore, holistic rubrics are best suited to tasks that can be performed or evaluated as a whole and/or those that may not require extensive feedback.

Analytic rubrics specify criteria to be assessed at each performance level, provide a separate score for each criterion, and may include a composite score for overall performance. In some cases, the composite score is weighted based on the importance of each dimension.

Why should rubrics be used?

Using rubrics focuses both students and teachers on two essential questions:

- What do we want students to know and do?
- What would exemplary demonstration of this learning look like?

Rubrics serve several purposes in the assessment process. These purposes include:

- Creating a common framework and language for evaluation.
- Providing students with clear expectations about what will be assessed, as well as standards that should be met. Send messages about what is most meaningful.
- Increasing the consistency and objectivity of evaluating (especially scoring or rating) performances, products, and understanding.
- Providing students with information about where they are in relation to where they need to be for success.
- Identifying what's most important to focus on in instruction.
- Giving students guidance in evaluating and improving their work. Students can learn how to think about evaluation.

How do you develop a rubric?

At first developing rubrics is very difficult. The greatest challenge is for teachers and, ultimately, students to translate the performance of various assignments to the rubric fairly and reliably. For this they need support, time, and practice.

Rubrics can be developed using the following 8-step process.

- Step 1: Determine what the assessment will encompass

- Step 2: Review previous student work and/or other rubrics to identify any additional assessment criteria
- Step 3: Define each dimension
- Step 4: Adopt a scale for describing the range of products/performances and write a description for each dimension for each point on the scale
- Step 5: Develop a draft rubric
- Step 6: Evaluate the rubric
- Step 7: Pilot test, revise, and try the rubric again
- Step 8: Share the rubric with students and their parents

Tool #11 in the *Aiming High ToolKit* (Resource Section Tab 15) explains the process for the development of rubrics and provides examples. Additional tools for designing rubrics are provided on the following pages. They include the “Rubric to Evaluate the Quality of a Rubric,” an examples of a rubric; “Words and Phrases for Prompt and Rubric Design”; and “Descriptors for Weaker and Stronger Performance Levels.”

RUBRIC TO EVALUATE THE QUALITY OF A RUBRIC

Criteria	Needs To Be Reworked	Acceptable But Needs More Clarity If Used For High Stakes Testing	Clearly Written
Performance Levels Addressed	Scoring guide is open-ended	The scoring guide provides for different performance levels	The scoring guide is descriptive of each level of performance
Description of Performance Levels	There are no specific descriptions of the different performance levels	Differences between the levels rely on looking for a number of examples or responses	The descriptions define clear and significant differences between the performance levels
Language Specificity	Vague words are used to discriminate between levels: some, many, few, good, excellent	Subjective words (good, excellent, some) are used to discriminate between levels but are further defined	The critical attributes between each level of performance are included
Usefulness	The ratings do not provide useful instructional information	Ratings provide instructional information that needs further task analysis	Ratings provide useful instructional information

Developed by the SBE Design Team
Northern Colorado BOCES

WORDS AND PHRASES FOR PROMPT AND RUBRIC DESIGN
 Developed by the SBE Design Team, Northern Colorado BOCES

Instruction Verbs for Five Levels of Thinking				
KNOWLEDGE/ COMPREHENSION	APPLICATION	ANALYSIS	SYNTHESIS	EVALUATION
list	use	inspect	plan	rate
repeat	show	inventory	create	score
record	apply	examine	design	choose
relate	employ	diagram	program	value
locate	interpret	analyze	manage	select
review	operate	compare	arrange	assess
restate	sketch	contrast	compose	estimate
describe	schedule	relate	propose	appraise
discuss	illustrate	question	set up	evaluate
explain	translate	test	collect	revise
recognize	demonstrate	measure	assemble	judge
identify	dramatize	differentiate	prepare	debate
define		distinguish	construct	oppose
report		calculate	formulate	defend
name		experiment	organize	criticize
recall				
tell				

FOUR LEVELS OF DIFFERENCE IN DEGREE		
DEGREES OF UNDERSTANDING	DEGREES OF FREQUENCY	DEGREES OF EFFECTIVENESS
<ul style="list-style-type: none"> ▪ thorough/complete ▪ substantial/extensive ▪ minimal/general ▪ partial/some misunderstanding 	<ul style="list-style-type: none"> ▪ nearly always/always ▪ often/frequently ▪ sometimes/occasionally ▪ rarely/almost never/ never 	<ul style="list-style-type: none"> ▪ highly effective ▪ effective ▪ moderately effective ▪ minimally effective/ ineffective

Descriptors for Weaker Performance Levels

- recognizes and describes briefly
- incomplete attempt
- with some errors
- without complete understanding
- generally explains
- general, fundamental understanding
- uses a single method
- represents a single perspective
- identifies few connections
- without drawing accurate conclusions
- without explaining the reason
- presents confusing statements and facts
- without demonstrating complete understanding of the characteristics
- with limited details
- demonstrates beginning understanding
- has a general sense
- with inaccuracies
- takes a common, conventional approach
- overlooks critical details
- relies on single source
- vague or incomplete description
- unable to apply information in problem solving
- does not perceive a pattern
- presents concepts in isolation
- omits important details, facts, and/or concepts
- no evidence of future projections

Descriptors for Stronger Performance Levels

- thoroughly understands and explains
- efficient, thorough solution
- without errors
- thorough, extensive understanding
- provides new insight
- thorough mastery of extensive knowledge
- uses multiple methods
- represents a variety of perspectives
- draws complex connections
- draws logical conclusions which are not immediately obvious
- clearly explains the reasoning
- provides clear, thorough support
- demonstrates complete understanding of all the characteristics
- in elaborate detail
- sophisticated synthesis of complex body of information
- shows an impressive level of depth
- with precision and accuracy
- takes an original, unique, imaginative approach
- provides comprehensive analysis
- uses multiple sources
- thorough explanation of critical analysis
- solves problem by effective application of information
- identifies an abstract pattern
- relates concepts using a variety of factors
- thorough presentation of important details, facts, and concepts
- predicts future changes

ACEP0010 Arts and Culture

Assessment Rubric: Reflection Essay for Workshops

“古天農—溝通技巧工作坊” + “吳家禧—釋放潛實力” + “鄺福寧—協作技巧工作坊”

Deadline for submission: 30 October 2011

Word limit: 1500 – 2000 words

Overall weighting: 15%

The three workshops are designed to help students achieve the following two Course Intended Learning Outcomes:

CILO2: Effectively apply generic skills (e.g. interviewing, communication, presentation, teambuilding) acquired in this course to society watch project, report writing, oral presentation and in-class/online discussions.

CILO4: Reflect and evaluate impacts of learning experience in this course on their future study.

Content (70%)

Criteria	Excellent	Good	Satisfactory	Marginal Pass
<p>Reflection on experience in the workshop (20%)</p> <p><i>Experience during workshops – your <u>own observation</u> and/or your experience through <u>participation of activities</u> during the workshops.</i></p>	<p>Reflections included an analysis of an inter-connection of the generic skills taught in the three workshops. In depth review of personal observation and/or participation of activities in the workshops to evaluate one’s own behavior or others’ behavior. Relevant examples were stated and explained.</p>	<p>Reflections included an analysis of the generic skills taught in the three workshops. Little connections were made. In depth review of personal observation and/or participation of activities in the workshops to evaluate one’s own behavior or others’ behavior. Relevant examples were stated and explained.</p>	<p>Reflections included an analysis of only individual generic skill taught in the three workshops. But no connections were made. Personal observation and/or participation of activities in the workshops were reviewed with some depth. Minimal evaluations of one’s own behavior or others’ behavior. Examples were stated but some were irrelevant.</p>	<p>Reflections included an analysis of only one generic skill taught in the three workshops. Personal observation and/or participation of activities were reviewed at a surface level. Lacking examples to support the content of reflection.</p>
<p>Reflection on prior learning experience (20%)</p> <p><i>Past experiences on the applications of generic skills (e.g. <u>communication</u>, <u>observation</u>, <u>teamwork</u>, etc.).</i></p>	<p>In depth review of prior experiences (past experiences inside and outside of the classroom) on the applications of generic skills to reveal significantly changed perspectives about educational and life experiences, which provide foundation for growth and maturity over time.</p>	<p>In depth review of prior experiences (past experiences inside and outside of the classroom) on the applications of generic skills indicating broader perspectives about educational or life events.</p>	<p>Reviewed prior experiences (past experiences inside and outside of the classroom) on the applications of generic skills with some depth, indicating a somewhat broader perspectives about educational or life events.</p>	<p>Reviewed prior experiences (past experiences inside and outside of the classroom) on the applications of generic skills at a surface level, without indicating broader perspectives about educational or life events.</p>
<p>Goal setting for future learning (30%)</p> <p><i>Short-term goals for future applications of the generic skills taught in the three workshops.</i></p>	<p>Learning goals were set according to previous learning experience and personal future development regarding the applications of generic skills. The goals were stated clearly and realistically with sufficient and relevant examples of action and time scheduling for achieving the goals.</p>	<p>Learning goals were set according to previous learning experience and personal future development regarding the applications of generic skills. The goals were stated clearly with general action plans.</p>	<p>Learning goals regarding the applications of generic skills were set but with no connections to previous learning experience. The goals were not realistic and no concrete action plan was stated.</p>	<p>Learning goals regarding the applications of generic skills were not stated.</p>

Language and writing style (30%)

Criteria	Excellent	Good	Satisfactory	Marginal Pass
<i>Organization</i> <i>(20%)</i>	The essay had clear and appropriate beginning, development and conclusion. Paragraphing and transitions were also clear and appropriate with logical and interesting sequence that readers can follow easily.	The essay had adequate beginning, development and conclusion. Paragraphing and transitions were also adequate. Most information was presented in logical sequence. A few minor points maybe confusing.	The essay had a weak beginning, development and conclusion. Paragraphing and transitions were also deficient. Some ideas jumped around sections and several points were confusing.	Organizational structure and paragraphing had serious and persistent errors. Ideas were disjointed.
<i>Writing</i> <i>(10%)</i>	The writing was clear, concise and sometimes elegant. The choice of words was accurate. Sentences were well structured. Number of words fell within the range of the word limit.	The writing was clear, but not elegant. The choice of words was sometimes inappropriate. Sentence structure was good.	The writing was basic. The choice of words was sometimes inappropriate. Sentence structure was basic. Typos were identified occasionally.	The writing was basic. The choice of words were inappropriate. Poor sentence structure. Typos were identified frequently.

Reflection Essay for Workshops

Student 1

Each person living in this world, both as an individual and a member of society, needs certain abilities and skills to achieve success. The three workshops of ACEP0010 not only taught me valuable generic skills but brought great changes to my personal life. The generic skills discussed in the workshops actually have certain inner-connections. First as an individual, one should be able to learn, to observe, to imagine, and to understand, while as a social member, he should also be able to present, to communicate and to cooperate. Therefore I should say that the three workshops on potentials, communication and teambuilding laid a sound foundation for my future learning and career development.

The first workshop intended to explore our potentials to observe, to imagine, to understand and to express. Professor Wu told us that when to observe, you can use not only your eyes to see, but also other senses like the nose and ears to smell and to hear. The important thing is to feel and to imagine. What impressed me most is the game when the participants were asked to guess a classical Chinese poem which was put in the wrong order. A classmate was very quick in finding the right answer because he imagined the sound of the words instead of their form. Another game is to role play as *The Thinker*, a sculpture by the famous French artist Auguste Rodin. Through self-practice, the participants came to understand how hard to maintain the pose and why the sculpture is so famous. The greatest inspiration I got from this workshop is that in spite of one's ability to observe, to imagine and to express, one must learn to think in other's shoes, and then one can truly understand each other and achieve great communication.

The second workshop appeared almost as a sequel of the first, because it focused on how to communicate efficiently. Mr. Gu is an expert in communication skills. He first talked about certain scientific knowledge about the brain and the body, and then he told us that for a person's presentation of himself, 7% is through words, 38% through voice and 55% through visual performance. From the teacher's fantastic role play with students as interviewer and interviewee, we realized that body language and facial expression are really important for efficient communication and female students might have certain advantages in expressing themselves. Mr. Gu also stressed the difference between empathy, sympathy and apathy, which showed that the first one is what essential for communication.

The third workshop came as a kind of integration of the generic skills we have learned from the previous two, because for teambuilding, all kinds of skills of observing, imagining, listening, understanding, expressing and communicating are necessary and important. We need to apply all those skills to build a perfect team. Dr. Kuang started our workshop with a warm-up exercise to let each team form a letter or word with our human bodies. The exercise vividly showed the truth that "coming together is a beginning, keeping together is

progress, and working together is **success!**" Under Dr. Kuang's instruction and through our own practice, we learned step by step to achieve the success of working together from the very beginning of coming together. First we learned the difference between a group and a team, and then we know the five key elements of an effective team. Through comparison, we also understand the important characteristics of high performing team and low performing team. While playing group games like Helium Stick or building a paper Tsing Ma Bridge, we did understand that in a team, everybody should follow the team rule, listen to the commander and try one's utmost to cooperate. Individuality is not important, cooperation and compromise are. The third workshop is a transformative experience for me, because almost everything I learned were my weak points in the past.

I used to be afraid of speaking in the public and whenever there was an English competition I participated, I often quit in the semi-final if the final required a public speech. I also hated group work because I could not find an appropriate position. Whenever in a group, I often turned out to be the invisible one and I was never good at giving orders. In my junior high year, I was the chair of a comic and animation group. Once we planned to write a short drama in Japanese and play it in the Campus Cultural Festival. I have done most of the script writing and sound making by myself, but it was hard for me to organize a group to act the play. I used to think it was because of my gentle character and soft voice which showed no authority at all, so people won't listen to me. But after learning the team building skills, I realized that actually it was because I did not have a clear goal and procedure of the whole acting work and I did not know much to think in other's shoes, so it is hard to convince the other members of the group to follow my plan. Finally the play was not put on the stage but ended as a radio drama in the form of two CDs.

Now from these three workshops, I realized that if one wants to speak confidently in the public, he must think clearly before speaking. If one wants to be listened, he must be a good listener as well. If one wants to lead a team, he must have a clear goal and positive relationships with other team members. He should not only listen carefully and feed back quickly, but also show mutual respect and make necessary compromises.

I have already applied these generic skills into practice while at the same time I also made some plans for my future development. My immediate move is to become the leader of two teams, one is for the society watch project of marginal youth and the other is for the team of 6 in the SCE course. For the past two weeks, I called up two team meetings to discuss our topics and questions prepared to interview the marginal youth at night. The first meeting was not successful when two members were absent. One was busy with her homework and the other had to accompany his visiting mother. Before the second meeting, I first send emails and text messages to reconfirm with all the members for their vacancy to attend the meeting, then I made a clear statement of the team policy of responsibility and priority. The success of the second meeting led directly to the success of our night visit to the marginal youngsters. Now another team goes very well while all the members are

working hard for their duties and we often communicate and discuss on the internet when we do not have much time to meet.

As to improve my confidence to speak in public, I intentionally attended several lectures and raised questions to the speakers after their speeches, such as the ones organized by the IWW. I also talked to the famous Taiwan writer Guo Qiangsheng after his lecture at Hong Kong Central Library and my email about the duty of writer and the importance of writing in contemporary world got his very positive feedback which encouraged me greatly for my future writing career. These all thank for the understanding, imagination and communication skills I've learnt through the workshops.

Besides the academic activities, I started a singing group with other three girls because we all love a Japanese girls' combination called Kalafina. In the coming Christmas party, we plan to sing two of their choruses which require high ability of control and balance. We are all very happy to find that the generic skills we learned from the workshops help a lot in our singing practice. We realize that singing chorus is not like singing solos. It is no longer an individual show of beautiful voices, but rather a team work of cooperation, compromise and even sacrifices, and we all know that "coming together is just the beginning; singing together is the real success."

Despite my above applications of the generic skills of interviewing, communication, presentation and teambuilding, I also have plans for future development. Since my major is Humanities and my career interest is creative writing, my first plan is to join the editorial board of our university journal *Jumbo*, from this November to February 2013, which will not only practise my writing skills but more importantly to test my ability to listen, to understand, to contribute and to cooperate with the responsibility of being an approach of public opinions. My second plan is to submit a short story and a poem to the University Student Writing Contest held by the School of Arts, HKBU in November. Writing is the best way to practise thinking and imagination, and writing to the public is also an efficient way to practise presentation and communication. If I can win a prize, I am afraid I will no longer feel shy or frightened if were asked to make a brief Acceptance Speech because the generic skills I learned make me strong and confident. My third plan is to apply for the exchange programme after my foundation year, and study in Britain for a year in my Year 2. I believe that living and studying abroad require great skills to communicate and cooperate especially in a land when the language is not the mother tongue and the culture is also foreign.

In a word, I think that learning skills and making plans is one thing, applying them into practise is another. The most important thing is to try to explore your potential every day, to try to observe, to think, to imagine, to understand, to communicate and to cooperate in every possible moments and occasions. Life would present you a brand new Face!

The Secret of Success

Student 2

Nowadays, with the rapid development of the modern society, an increasing number of people are focusing attention on the secret of success and the opinions vary considerably from person to person. However, three workshops we took recently in the course ACEP gave us the best answer: a good skill of communication, fully releasing the potential capability and well teambuilding.

Firstly, there is no denying that teamwork plays an extremely significant role in our society. The individual capability is limited, but the power of a team is incredible. Just as an old saying goes, "Many heads are better than one." If we want to achieve the end of success, a good teambuilding can never be ignored. For instance, when taking the workshop about teambuilding, we are supposed to build a bridge, making full use of paper. Impossible though it may seem to be, we, when working in a team, finished the bridge quickly, which was beyond our wildest dream. From my personal perspective, the reason why our team can finish the task quickly is that we have a good teambuilding. Having good communication among the team members, the appropriate division of work, as well as the cooperation, we are able to complete our task with efficiency. As we all know, $1+1=2$, however, as long as we cooperate well in a team, $1+1>2$ will be possible to happen.

Secondly, in order to have a good teambuilding, we cannot emphasize the vital significance of communication too much. In other words, a good skill of communication can lay a solid foundation for our team work, which is considered to be one of the most important factors when we are on our way to success. Take the workshop about communication for example. During the workshop, we played a quite meaningful game. In this game, one person folded the paper according to the instructions given by the other person, who sat behind him. At first, I thought it was a piece of cake to do so. On the contrary, when having a try together with my friend sitting beside me, I found it not as easy as I previously thought. After the class, I pondered over the reason of it. Personally speaking, the reason why my friend failed to get my instructions is that I did not think in my friend's perspective. At that time, if I had imagined that I were my friend who was listening to my instructions, I would have known if my instructions were clearly expressed. If I had put myself in my friend's shoes and changed my way to express the instructions, we might have folded the paper successfully. Hence, if we want to master the skills of communication, it is thinking in the other's perspective that counts.

Thirdly, when working in a team, every team member is supposed to take advantage of their potential capability. According to the statistics conducted by the psychologists, most of the human beings only use 10% of their brain, which means we still have infinite potential capability. However, how to fully release our potential capability is still a question remaining to be solved. I finally found the answer to this question in the workshop introducing how to release our potential capability. I was deeply impressed with a game, where we were asked to find as many words as possible in a piece of paper. Unfortunately, compared with others, I only found few words, because I only centred on the words in lines or rows, regardless of those in diagonal lines. When the class was over, I thought about this game over and over again, in order to find my deficiency. As far as I am concerned, the reason why the words I found were fewer than those the others found is that, my train of thought was limited by the convention. Hence, when we get stuck in a trouble, we may try another method, thinking from different angles. Then our potential capability might be released and the trouble can be tackled easily.

So if you see the problems in different angles, you may discover that your potential capability is actually unlimited.

After reviewing these three workshops after class, what I have discovered is that, these three skills are closely related to each other. Moreover, in order to achieve the end of success, we must be aware of the close inter-connection between these three basic skills. From my personal perspective, teambuilding is in need of a good skill of communication. Namely, communication is to a team, what foundation is to a skyscraper. Without good communication, quarrels are inevitable in a team. In addition, the potential capability is one of the main factors promoting the effect of our communication and teamwork. To be more specific, when we work in a team, every team member's potential capability is badly needed. If the team members' potential capability is not fully released, hardly can the team do the best job, even if they communicate and team work very well.

After the participation of the workshops provided in the course ACEP, my memory about my prior experience comes flooding back. I still clearly remember my first presentation in my life, which gives me a lesson on the importance of teambuilding. I gave my first presentation in my junior high school. At that time, our class was divided into eight groups, with four members in a team. We were required to gather the reference materials, making the PPT and having a public speech in the front of the classroom. As first, our team was totally lost, owing to our lack of experience. Therefore the team leader suggested going to consult the teacher for advice. According to the teacher's suggestion, we divided our work first, based on our own interest. I was said to be an expert in computer, so I decided to make a PPT for our team without any doubt. The other three students were responsible for the material collection, report writing and the public speech. In order to make a satisfying PPT, I communicated with the others in our team and asked them for advice. Besides, we, as a team, communicated to set a goal and future plan for our team. Consequently, with our effort, we successfully finished our presentation.

My first presentation, made by our team together, have a profound impact on my academic road. My self-experience make me fully aware of the power of communication and teambuilding. After that experience, when faced with difficulty, I will try using this method to cope with the problems. With proper communication and teambuilding, I always tackle the problems with efficiency. Additionally, after this presentation, I also accumulate my experience about teambuilding. Having a general understanding of teambuilding, seldom have I felt lost when cooperating with the others.

In addition, another past experience also makes a deep impression on me, from which I am aware of the way to release my potential capability. I used to easily get stuck in the maths problems, because of my inflexible thought. However, this terrible condition changed greatly after what our maths teacher told me one day. He said, "It doesn't mean you are not clever if you are unable to find the solution. Your deficiency is that you haven't fully release your potential ability. Why don't you ask yourself "Can I think in another way?" every time you meet a problem?" Hence, every time I got trouble in maths, I would ask myself "Can I think in another angle" or "Why not try another method?" Then I feel my thought is getting increasingly flexible and that maths problem is much easier than what I previously thought, which, I think, may be the result of the releasing of my potential capability.

After this experience, my learning method changed a lot. Faced with academic problems, I always try finding another solution to solve them. Every time I successfully tackle these problems, I will feel that I have enormous potential capability. Besides, by using this method, the difficulty I meet in the non-academic world can also be tackled easily. Therefore, I must say,

thinking from different angles can not only train our brain, but also fully release our potential capability.

We, as university students, might try applying these three generic skills to our future academic research. In order to make full use of these skills taught in the workshops, I set a goal for my future learning. In terms of the skill of teambuilding, I plan to apply it to the activities demanding a group of people, such as oral-presentation. I make up my mind to use what I have learned in the teambuilding workshop next time when I have to make a presentation. Besides, I will also want to challenge myself to be a team leader. As for the skill of communication, I decide to apply it to in-class or online discussion. During this discussion, I can not only exercise my skill of communication, but also find links between practice and theory taught in class. In addition to the in-class or online discussion, the teambuilding is also in desperate need of the skills of communication. Therefore, next time when I am communicating with my team members, I will do my utmost to apply the skills I learned in the workshop, for instance, I will try to make my expression understandable, by thinking in the other's perspective. Last but not least, I will spare my effort to fully release my potential capability. For example, as the report writing of the social watch project is around the corner, I can think and analyze the social phenomenon from different angles, which will help us greatly to release our potential capability.

To put it in a nutshell, as long as we can draw on the skills of communication, teambuilding, as well as the potential capability, I am sure that the end of success will not be so far.