

Assessment Rubric for Test/Examination

Indicative descriptors for modifier grades

Main Grade (solid)	The student generally performed at this level, indicating mastery of the subject intended learning outcomes at this level.
+ (exemplary)	The student consistently performed at this level and exceeded the expectations of this level in some regards, but not enough to claim mastery at the next level.
- (marginal)	The student basically performed at this level, but the performance was inconsistent or fell slightly short in some regards.

Criteria	Excellent (A-, A, A+)	Good (B-, B, B+)	Satisfactory (C-, C, C+)	Pass (D, D+)	Fail (F)
Understanding and Application of Knowledge	Explain theory/concept in logical and comprehensive manner, even for novel situations, and apply knowledge & skills in such situations with high degree of effectiveness	Explain theory/concept in logical and comprehensive manner for standard situations, and apply knowledge & skills in familiar contexts with effectiveness	Explain theory/concept in logical but fragmented manner for standard situations; capable to apply knowledge & skills to solve simple problems in familiar situations	Can explain theory/concept but often with breakdown in logic and clarity; apply knowledge & skills with limited effectiveness in simple situations	Demonstrates a lack of understanding of related knowledge/ concepts; fail to apply the knowledge & skills.
Problem Solving Techniques (Not for MCQ)	Plan and process the solution with high degree of effectiveness in novel situations, showing critical and creative thinking.	Plan and process the solution with considerable degree of effectiveness in familiar situations.	Plan and process the solution with some effectiveness in standard situations.	Limited planning and processing of information with limited effectiveness in many situations.	Fails to plan or process the information when attempting the question.
Answers	Correct use of terminology, units and expressions in novel situations; comprehensive explanation of results in logical and coherent manner.	Correct uses of proper terminology, units, and expressions in most situations; clear explanation of results in logical manner	Correct use terminology, units, and expressions in familiar situations; fragmented but essentially correct explanations of results	Largely correct use terminology, units, and expressions in standard situations; partial and incoherent explanation of results.	Incorrect use terminology, units, and expressions in most situations; incomprehensible explanation of results.

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