

## Assessment Rubrics

Marks	Assessment Criteria – Field Learning Plan
	Feasibility of the field learning plan
<b>L3</b> 7-9	<ul style="list-style-type: none"> <li>The plan is creative and meaningful. The student demonstrates comprehensive knowledge of subject concepts and theories as well as sources of references. The data collection methods can completely match the topic for reflection. The relationship between the topic for reflection and the expected outcomes is clear. The details of the plan are accurate.</li> </ul>
<b>L2</b> 4-6	<ul style="list-style-type: none"> <li>The structure of the plan is complete. The student demonstrates adequate knowledge of subject concepts and theories as well as sources of references. The data collection methods and the expected outcomes can match the topic for reflection. The details of the plan are accurate with minor inaccuracies that do not undermine the overall feasibility of the plan.</li> </ul>
<b>L1</b> 1-3	<ul style="list-style-type: none"> <li>The structure of the plan is incomplete with some components missing. The student demonstrates limited knowledge of subject concepts and theories as well as sources of references. The data collection methods are irrelevant to the topic for reflection. Significant errors are evident in the details of the plan.</li> </ul>

Marks	Assessment Criteria – Field Notes
	Experience in writing field notes
<b>L3</b> 3	<ul style="list-style-type: none"> <li>Sufficient and appropriate primary data have been collected and recorded in the field work. The data collected are completely relevant to the topic for reflection and the field learning experience.</li> </ul>
<b>L2</b> 2	<ul style="list-style-type: none"> <li>The structure of the field notes is complete. Mainly secondary data have been collected and recorded in the field work. The data collected match the topic for reflection and the field learning experience.</li> </ul>
<b>L1</b> 1	<ul style="list-style-type: none"> <li>The structure of the field notes is incomplete with some components missing. The data collected are irrelevant to the topic for reflection / field learning experience.</li> </ul>

Marks	Assessment Criteria – Reflective Journal			
	Subject Knowledge (25%)	Accuracy and Application of the collected data (25%)	Relevance of the reflection and Suggestions for Improvement (25%)	Structure of the Reflection (25%)
<b>L4</b> (Excellent) 10-12	<ul style="list-style-type: none"> <li>The student demonstrates rich subject knowledge with comprehensive applications of theories and concepts. The student is also able to analyse the issue from various perspectives and across different levels and show a deep understanding of the complexity of the subject.</li> </ul>	<ul style="list-style-type: none"> <li>Sufficient and appropriate primary and secondary data from a wide range of sources have been collected and used to support views. Data application is accurate and the data demonstrate high authenticity.</li> </ul>	<ul style="list-style-type: none"> <li>The reflection completely matches the topic for reflection and the field learning experience. Valid and feasible suggestions for improvement are proposed.</li> </ul>	<ul style="list-style-type: none"> <li>The structure is complete with appropriate weightings of various components. The presentation is clear in logical order and easy to follow. The work is neat and attractively formatted. Grammatical errors and misspellings are rarely seen.</li> </ul>
<b>L3</b> (Good) 7-9	<ul style="list-style-type: none"> <li>The student demonstrates good subject knowledge with effective applications of theories and concepts. The student is also able to analyse the issue from various perspectives or across different levels and explain most parts of the work clearly.</li> </ul>	<ul style="list-style-type: none"> <li>Both primary and secondary data have been collected. However, the student is unable to make good use of some of the data to support views. Data application is quite accurate with some errors that do not undermine the overall result.</li> </ul>	<ul style="list-style-type: none"> <li>The reflection matches the topic for reflection and the field learning experience. Feasible suggestions for improvement are proposed.</li> </ul>	<ul style="list-style-type: none"> <li>The structure is complete but there is room for improvement in the weightings of various components. The presentation is quite clear in logical order and easy to follow. Only a few grammatical errors and misspellings are observed.</li> </ul>
<b>L2</b> (Fair) 4-6	<ul style="list-style-type: none"> <li>The student demonstrates general subject knowledge with ineffective applications of theories and concepts. The student is only able to analyse the issue from a single perspective at the same level and is unable to explain most parts of the work clearly.</li> </ul>	<ul style="list-style-type: none"> <li>Only primary or secondary data have been collected. The student is unable to make good use of most of the data to support views. Data application is inaccurate with common errors. The authenticity of the data sources is doubtful.</li> </ul>	<ul style="list-style-type: none"> <li>The focus of the reflection is not clear. Only parts of the topic for reflection have been addressed. Typical suggestions for improvement are proposed.</li> </ul>	<ul style="list-style-type: none"> <li>The structure is not complete with uneven weightings of various components. Some components are missing. The presentation lacks clarity and is difficult to follow. Grammatical errors and misspellings are common.</li> </ul>
<b>L1</b> (Needs Improvement) 1-3	<ul style="list-style-type: none"> <li>The student demonstrates limited subject knowledge with little applications of theories and concepts. The student is only able to express a simplistic view on the issue.</li> </ul>	<ul style="list-style-type: none"> <li>The reflection shows little relation to the field learning experience. Views lack justification. Serious errors are evident in data application.</li> </ul>	<ul style="list-style-type: none"> <li>The reflection is irrelevant to the topic for reflection and the field learning experience. No suggestions for improvement are proposed.</li> </ul>	<ul style="list-style-type: none"> <li>The structure is incomplete with inappropriate weightings of various components. The reflection is incomplete. No logical order is shown in the organisation of ideas. The presentation is impossible to follow. Grammatical errors and misspellings are so pervasive that the meaning is obscure.</li> </ul>

Field Learning Plan: \_\_\_\_\_ M (0-9)    Field Notes: \_\_\_\_\_ M (0-3)    Reflective Journal: \_\_\_\_\_ M (0-48)    **Total SBA Mark: \_\_\_\_\_ M (60)**

**Comment / Remark:**

(Zero marks may be given if the work submitted fails to meet the minimum requirement of the assessment standard.)