

ASSESSMENT POLICY

1. PURPOSE OF THE PROCESS:

Assessment is undertaken for each subject. Assessment aims to:

- Support and stimulate learning and teaching
- Promote reflective and critical engagement
- Evaluate understanding and/or performance

Assessment tasks are designed to:

- Align with the learning outcomes of the subject
- Ensure coverage of the unit content and objectives
- Create learning opportunities
- Promote wider reading
- Provide feedback

2. ASSESSMENT STRUCTURE

Austin University applies both formative assessment and summative assessment. Formative assessment includes class attendance and participation (15% of the final course grade), group exercise and forum (15%) and assignment (30%). Summative assessment is in the form of a final project done by the student at the end of each course (40%).

Class participation and group exercise can be graded together but cannot exceed 30%.

Class participation: 15%

- Attending 100% of sessions = Full marks
- Attending 75% or more of session = 50% of marks
- Attending less than 75% of sessions = Fail

The instructor can use various other tools to assess students' participation in class (e.g. by using class exercises or presentations).

Group exercise and forum: 15%

The score is based on the following criteria:

- Group exercises and discussions: 3 marks
- Active and constructive participation by giving response to teachers and other students: 5 marks
- Evidence of critical thinking: 7 marks



Assignment: 30%

The main framework criteria for grading the assignments are:

- **Connection to readings:**

The student should demonstrate ability for synthesis and reflection on the selected parts of the readings related to the topic. Student should be able to show a connection between what is learned from readings and the assignment. Further the analysis and an insight resulting from what student has learned from reading should be demonstrated, including references to the readings other than the student book.

- **Connection to class discussions and course objectives:**

The student should display the ability to synthesize, analyze, and evaluate the assignment ideas or issues from the discussion in class as they relate to this topic. The assignment paper presented should reflect this ability.

- **Self-disclosure and Connection to outside experiences:**

The student should demonstrate that she/he is trying to understand the different concepts by examining in an open way such as: connecting the student's own experiences in the past in relation to the assignment; illustrating the different arguments; showing in an open, assertive way the ability to show self-knowledge; discussing both growth and frustrations as they relate to learning in class. The use of self-assessment of self and seeking answers to questions should be explicitly clear in the assignment paper that the student presents. The synthesis of experiences related to the different topics while making a clear connection between what is learned and their experience on the topic should be explicit in the assignment.

These criteria are reflected in the detailed rubrics that the instructor must use to grade each individual assignment. The instructor has the choice of making the assignment individual or group but the grading **MUST** be done on individual basis. Students in the group should multiply the number of words/pages expected in case of individual work.

In case of group assignment, the group must add a statement of responsibility at the beginning of the assignment stating which parts of the assignment paper presented each student did. Every student must present her/his work in class, which is followed by an oral examination about the assignment by the instructor.



Final project: 40 marks

The main framework criteria for grading the final project paper are:

- **Title & Idea:**
How innovative and creative is the idea and title
- **Communication:**
Understanding and definition of the problem in the student's own words.
- **Analysis:**
Comparing the available solutions.
- **Problem Solving:**
Selecting a solution and augmenting for it.
- **Evaluation:**
Identifying the possible downside of the chosen solution.
- **Synthesis:**
Suggesting ways to develop the chosen solution with information and ideas not in the case or the problem.
- **Reflection:**
Reflecting of the students on his own thinking process after finishing the project

These criteria are reflected in the detailed rubrics that the instructor must use to grade each individual final project. The instructor has the choice of making the final project individual or group but the grading **MUST** be done on individual basis. Students in the group should multiply the number of words/pages expected in case of individual work.

In case of group final project, the group must add a statement of responsibility at the beginning of the final project stating which parts of the project paper presented each student did. Every student must present her/his work in class, which is followed by an oral examination about the project by the instructor

3. GRADING SYSTEM

Fairness and transparency:

Students are ensured of fairness and transparency in grading. Austin University does not accept grades unless they are done and posted on Austin University Learning Management system (Moodle). Instructors must grade the assignment and project using the rubrics provided by Austin



University and provide extensive feedback to students in the comments section. The instructor should add the grade in the grade section in Moodle and copy the rubrics table (with the detailed grades and comments) in the comments section in Moodle. The respective Dean will approve all final grades at the end of each course. If the dean teaches the course, the chancellor will be responsible for final grade check and approval.

Key to grading

The grading is mainly followed US standard grade scale. In case student need to transfer to any foreign partners. The grading will be converted to match their scale case by case.

GRADE (FOR ROSTER)	GRADE POINTS PER UNIT	RECOMMENDED PERCENTAGE BREAKDOWN	DESCRIPTION
A	4.0	93-100%	Excellent Work
A-	3.7	90-92%	Nearly Excellent Work
B+	3.3	87-89%	Very Good Work
B	3.0	83-86%	Good Work
B-	2.7	80-82%	Mostly Good Work
C+	2.3	77-79%	Above Average Work
C	2.0	73-76%	Average Work
C-	1.7	70-72%	Passed
D+	1.3	67-69%	Failed
D	1.0	60-66%	Failed
F	0.0	0-59%	Failed
W			Withdrawal: Withdrawal from a course without academic penalty. Issued based on a student-initiated withdrawal.
I			Incomplete: Work incomplete, due to circumstances beyond the student's control, but of passing quality. Work should be completed within 90 days of the section end date or the online due date. If the work is not completed within a year, the grade of incomplete converts to failure (F) one year after issuance.



4. ASSESSMENT PROCESS

Assessment follows these steps:

Step 1: Teacher submit plan (activities and timeline) for exercises, assignment, and final project to chancellor at least one week before the classes

Step 2: Evaluate the exercise, assignment and final project on Moodle based on the assessment criteria. Grading must contain written comments for each item of the rubrics in Moodle to be valid. The teacher will also need to conduct a plagiarism check in this step.

Step 3: Internal approval by Dean or chancellor. Internal approver ensures the fairness and transparency of students' work.

5. RUBRICS FOR GRADING ASSIGNMENTS

Item	Description	Grade	Comments
Focus: Purpose	Purpose is clear	/5	
Main idea	Clearly presents a main idea and supports it throughout the paper.	/5	
Organization:	Well-planned and well-thought out. Includes title, introduction, statement of main idea, transitions and conclusion. All paragraphs have clear ideas, are supported with examples and have smooth transitions.	/10	
Content	Well-presented and argued; ideas are detailed, well-developed, supported with specific evidence & facts, as well as examples and specific details.	/30	
Resources and citations	Sources are well-integrated and they support claims argued in the paper very effectively. Quotations and Works Cited conform to proper citation methods	/20	
Style:	Sentences are clear and varied in pattern, from simple to complex, with excellent use of punctuation. There is clear use of a personal and unique style of writing, suited to audience and purpose; the paper holds the reader's interest with ease. Large amounts of specific examples and detailed descriptions.	/20	
Grammar & Mechanics	Excellent grammar, spelling, syntax and punctuation.	/10	
Total Mark		/100 /30	

6. RUBRICS FOR GRADING FINAL PROJECT

Item	Grade	Comments
Title and Introduction: Innovative and specific topic	/10	
Central Argument: Central argument is easily identifiable Central idea is original and sophisticated	/15	
Evidence: Primary sources are used to support arguments, giving specific examples References and citations are correct, complete and following the copyrights rules	/15	
Structure: Argument is developed logically, leading to conclusion Parts are clearly related to the whole Integration of research materials is effective	/15	
Analysis: Project poses new ways to think of material The conclusion answers questions posed in the introduction	/15	
Critical Thinking: Clearly and precisely analyzes key information, questions, and problems Uses deductive and inductive reasoning and problem-solving skills consistently and with ease	/20	
Discussion and Conclusions: Identifies and discusses conclusions, implications, and consequences	/10	
Total Project Mark	/100 /40	

7. PLAGIARISM

Refer to Plagiarism policy.