

**The University of Hong Kong
Faculty of Education
BSc (IM) Programme**

BSc (IM) Generic Grading Criteria

Grade & Grade Point	(+) 4.3	A 4.0	(-) 3.7	(+) 3.3	B 3.0	(-)# 2.7	(+) 2.3	C 2.0	(-) 1.7	(+) 1.3	D 1.0	F 0	
Content	<ul style="list-style-type: none"> • Excellent performance • Full coverage of the topic • Meets all basic and higher order goals • Very high level of skills (interpretation, application, analysis, evaluation) 			<ul style="list-style-type: none"> • Good performance • Good coverage of the topic • Meets all basic and some higher order goals • High level of skills (interpretation, application, analysis, evaluation) 			<ul style="list-style-type: none"> • Satisfactory performance • Reasonable coverage of topic • Meets all basic goals • Satisfactory level of skills (interpretation, application, analysis, evaluation) 			<ul style="list-style-type: none"> • Pass • Borderline acceptable performance • Limited coverage • Meets only basic goals • Only basic level of skills (interpretation, application, analysis, evaluation) 		<ul style="list-style-type: none"> • Fail • Unsatisfactory performance • Question / Task possibly misunderstood • Key aspects of topic neglected • Basic goals not met • Basic skills not demonstrated 	
Logic & Coherence	<ul style="list-style-type: none"> • Concepts very clearly understood • Argument always logical • Assignment follows highly logical structure and development 			<ul style="list-style-type: none"> • Concepts clearly understood • Argument generally logical • Assignment follows logical structure and development 			<ul style="list-style-type: none"> • Concepts understood • Logic of argument is satisfactory despite some minor weaknesses • Only minor problems with structure or development of assignment 			<ul style="list-style-type: none"> • Basic understanding of concepts • Argument is weak but can be followed • Some problems with structure or development of assignment 		<ul style="list-style-type: none"> • Many concepts not understood • Illogical argument • Assignment rambles & lacks structure 	
Reading & Research	<ul style="list-style-type: none"> • Wide, supportive reading of relevant literature • Good critical understanding • Referencing very clear & appropriate 			<ul style="list-style-type: none"> • Well aware of relevant literature • A high level of reflective understanding • Referencing clear & appropriate 			<ul style="list-style-type: none"> • Sound awareness of relevant literature • Evidence of reflective understanding • Referencing satisfactory 			<ul style="list-style-type: none"> • Some awareness of relevant literature • Basic understanding but limited reflection • Some problems with referencing 		<ul style="list-style-type: none"> • Little or no evidence of reading • Uncritical acceptance of others' views • Referencing inadequate 	
Language	<ul style="list-style-type: none"> • Expresses meaning very clearly • Highly fluent and accurate use of grammar and vocabulary 			<ul style="list-style-type: none"> • Expresses meaning clearly • Fluent and mostly accurate use of grammar and vocabulary 			<ul style="list-style-type: none"> • Expresses meaning satisfactorily • Satisfactory level of grammar and vocabulary use 			<ul style="list-style-type: none"> • Expression of meaning is acceptable, although: • Some confusion caused by grammatical errors and/or inappropriate vocabulary 		<ul style="list-style-type: none"> • Meaning often unclear • Unacceptable grammar and/or vocabulary use 	
Presentation	<ul style="list-style-type: none"> • Very high standard of presentation • Format* requirements fully met 			<ul style="list-style-type: none"> • Good standard of presentation • Format* requirements met 			<ul style="list-style-type: none"> • Satisfactory presentation • Format* requirements mostly met 			<ul style="list-style-type: none"> • Acceptable despite some weaknesses in presentation • Format* requirements partially met 		<ul style="list-style-type: none"> • Poor presentation • Unacceptable format* 	

*Format includes APA referencing style
#B- is regarded as an average competent answer

**BSIM3003 Professional Experience
Grade Descriptors**

Grade	Description
DISTINCTION	Achievement is considered excellent when a student is able to consistently perform outstanding during the professional experience period. S/he is able to establish appropriate working relationships with the working supervisor and colleagues at the workplace, and consistently report working progress to the academic supervisor. Additionally, the student is highly self-aware and demonstrates a strong ability to reflect on professional experience. S/he is able to manage the required assignments independently and consistently.
PASS	Achievement is considered to be at pass level when a student is able to fulfill the basic requirements stated by the working supervisor during the professional experience period. S/he is able to communicate with colleagues at the workplace, with necessary report of working progress to the academic supervisor. Additionally, the student is self-aware and demonstrates a satisfactory ability to reflect on professional experience. S/he is able to manage the required assignments with some support.
FAIL	A fail grade is given when a student is unable to perform satisfactorily in one or more of the following categories during the professional experience period: completion of the assignment up to the standard defined by the working supervisor, appropriate working or learning attitude, appropriate communication with the working supervisor and academic supervisor or coordinator. Overall there is little or no evidence of learning from the professional experience, or the student demonstrates little or no ability to manage required assignments even with considerate support.