

THE UNIVERSITY OF HONG KONG

Common Core Curriculum - Grade Descriptors for Tutorial Participation

| | Grade A | Grade B | Grade C | Grade D | Grade F |
|----------------------------------|--|---|--|---|--|
| Intellectual Contribution | Consistently demonstrates a thorough understanding of, and engages constructively with, all course material (assigned readings, issues, concepts). Invariably provides insightful analyses, raises critical points, and advances and deepens group discussion. | Mostly, demonstrates a good understanding of, and engages constructively with course material. Frequently provides helpful points or asks questions that advance and deepen group discussion. | Demonstrates a basic understanding of most of the course material and engages with it, though not always successfully. Sometimes makes positive contributions that advance group discussion. | Demonstrates a basic understanding of some of the course material and engages with it. Occasionally makes contributions that advance group discussion. Contributions sometimes add little. | Student does not attend tutorial. Or if student does attend, he or she demonstrates little or no understanding of course material, lacks engagement with it, or makes little or no effort to contribute to group discussion. |
| Group Discussion Skills | Participates actively and constructively all the time. Consistently appreciates others' contribution and engages with their ideas sensitively. Plays an active role in moving discussion forward. | Participates actively most of the time. Generally appreciates others' contribution and engages with their ideas sensitively. Plays a supportive role in discussion. | Participates most of the time but sometimes requires prompting. Attempt to appreciate others' contribution and to engage with their ideas sensitively, with some success. Plays a positive role in discussion. | Participates some of the time when prompted. Makes some attempt to appreciate others' contribution and to engage with their ideas sensitively, though only with limited success. Generally, plays a passive role in discussion. | Little or no engagement/participation in group discussion even with prompting. Shows no appreciation of others' knowledge and skills. Fails to engage with others' ideas. Plays a passive or negative role in discussion. |
| Communication of Ideas | Ideas are clearly and fluently articulated at all times. | Ideas are clearly articulated most of the time, with occasional lack of clarity. | Meaning is clear most of the time even though the student has some difficulty in articulating ideas. | Meaning is clear some of the time. Student has difficulty in articulating ideas. | Student has serious difficulty in articulating ideas, and the meaning is rarely clear. |

Notes:

1. The above grade descriptors are intended to serve as reference materials for the adoption/adaptation by teachers of Common Core courses.
2. Teachers are encouraged to use the full range of the grades, i.e. A+, A, A-, B+, B, B-, C+, C, C-, D+, D and F.
3. Weightings can be assigned to the categories to suit particular courses as necessary.