1. **Rubric for ELCs: Proposal (Weighting: 20-30%) – Common Template**

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| **Achievement of Learning Outcomes** | | **Level 4 Outstanding** | **Level 3 Mastering** | **Level 2 Developing** | **Level 1 Beginning** | **Marks** |
| Course Grade | | A+, A, A- | B+, B, B- | C+, C, C- | D, F |
| Mark Range | | 81-100 | 66-80 | 46-65 | 0-45 |
| **GILO 1:**  **Problem Solving** | Identification of the problem, objectives and mission in relation to:  The domain/ phenomenon to be addressed through active experiences | Identify the problem critically with an insightful problem statement listing substantial relevant contextual factors | Identify the problem with a well-defined problem statement listing major relevant contextual factors | Identify the problem with an adequately detailed problem statement listing some relevant contextual factors | Identify the problem listing few relevant contextual factors in a superficial way |  |
| Formulate a plan to address the problem | Formulate a feasible plan to address the problem (through an experience), considering substantial relevant contextual factors | Formulate a feasible plan to address the problem, (through an experience), considering most relevant contextual factors | Formulate a feasible plan to address the problem, (through an experience), considering some relevant contextual factors | Formulate a plan to address the problem, (through an experience), considering few relevant contextual factors |  |
| **GILO 3:**  **Creative Thinking** | Flexibility; modify information and shift perspectives as necessary | Integrate information from multiple perspectives; shift readily from one perspective to another | Explore information from multiple perspectives | Generate information from some perspectives | Provide information from a single perspective |  |
| Innovative thinking | Extend a novel or unique experience to create new or boundary-crossing knowledge | Create a novel or unique experience | Experiment with creating a novel or unique experience | Reformulate a collection of available ideas to create an experience |  |
| Elaboration | Elaborate new ideas/ concepts with details to strive for excellence | Extend and refine new ideas/ concepts to improve their quality | Add few details to new ideas/ concepts to make improvements | Reproduce the necessary components of an idea/ concept |  |
| **GILO 7:  Global Perspective (if applicable)** | Aware of one’s own culture | Articulate insights into one’s own cultural rules and biases (e.g., awareness of how one’s own experiences have been shaped by cultural rules) | Recognise new perspectives on one’s own cultural rules and biases (e.g., avoid looking for sameness, comfortable with new perspectives) | Identify one’s own cultural rules and biases (e.g., display a strong preference for rules of one’s own cultural group) | Demonstrate a low level of awareness of one’s own cultural rules and biases (e.g., uncomfortable with identifying possible cultural differences) |  |
| Recognise global issues and interconnection | In relation to the proposal, construct a systematic understanding of the interrelationships in the global systems amongst countries, governments, corporations, NGOs, civil society bodies and individuals | In relation to the proposal, recognise the interrelationships amongst global issues and problems based on the interdependence of countries, governments and corporations | In relation to the proposal, recall plausible causes of global problems and their possible effects; aware that the world is an interconnected system | In relation to the proposal, being aware of the global issues covered in the media |  |
| **Course Specific Assessment Item(s)** |  |  |  |  |  |  |

**Remarks: Course instructors are strongly advised to make close reference to the assessment modes/tasks and rubrics (grade descriptors) contained in the Handbook for Experiential Learning. These tasks and rubrics are important means for ensuring that the major objectives/aims/rationales of EL and the generic intended learning outcomes can be achieved across various EL courses with a higher degree of consistency, transparency and fairness. Certainly, course instructors can slightly modify the assessment tasks and rubrics in accordance with their professional judgment and pedagogical need. However, the basics of the GILOs and GELOs as expected learning outcomes should not be compromised.**

**(b) Rubric for ELCs: Experience (Weighting: 40-50%) – Common Template**

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| **Achievement of Learning Outcomes** | | **Level 4 Outstanding** | **Level 3 Mastering** | **Level 2 Developing** | **Level 1 Beginning** | **Marks** |
| Course Grade | | A+, A, A- | B+, B, B- | C+, C, C- | D, F |
| Mark Range | | 81-100 | 66-80 | 46-65 | 0-45 |
| **GILO 1:**  **Problem Solving** | Implement a solution (a service project/ an experience) and monitor the process | Implement a solution and monitor the process in a manner that addresses, thoroughly and in-depth, multiple contextual factors | Implement a solution and monitor the process in a manner that addresses multiple contextual factors | Implement a solution and monitor the process in a manner that addresses limited relevant contextual factors | Implement a solution and monitor the process in a superficial manner that does not directly address contextual factors |  |
| **GILO 3:**  **Creative Thinking** | Establishing rapport with teammates/tutors/ experts/ stakeholders involved in the active experiences | Demonstrate heightened awareness to changes, signals, influences, incompleteness and unusual stimuli | Demonstrate adequate awareness to changes, signals, influences, incompleteness and unusual stimuli | Demonstrate awareness to external and internal stimuli | Demonstrate a low level of awareness to external and internal stimuli |  |
| **GILO 7:  Global Perspective (if applicable)** | Aware of one’s own culture | Articulate insights into one’s own cultural rules and biases (e.g., awareness of how one’s own experiences have been shaped by cultural rules) | Recognise new perspectives on one’s own cultural rules and biases (e.g., avoid looking for sameness, comfortable with new perspectives) | Identify one’s own cultural rules and biases (e.g., display a strong preference for rules of one’s own cultural group) | Demonstrate a low level of awareness of one’s own cultural rules and biases (e.g., uncomfortable with identifying possible cultural differences) |  |
| Initiate interactions with other cultures | Initiate and develop interactions with culturally different others; suspend judgement in valuing interactions with culturally different others | Begin to initiate and develop interactions with culturally different others; begin to suspend judgement in valuing interactions with culturally different others | Express openness to most, if not all, interactions with culturally different others; have difficulty suspending judgement in interactions with culturally different others; aware of one’s own judgement and willing to change | Receptive to interacting with culturally different others; have difficulty suspending judgement in interactions with culturally different others; but unaware of that judgement |  |
| **Course Specific Assessment Item(s)** |  |  |  |  |  |  |

**Remarks: Course instructors are strongly advised to make close reference to the assessment modes/tasks and rubrics (grade descriptors) contained in the Handbook for Experiential Learning. These tasks and rubrics are important means for ensuring that the major objectives/aims/rationales of EL and the generic intended learning outcomes can be achieved across various EL courses with a higher degree of consistency, transparency and fairness. Certainly, course instructors can slightly modify the assessment tasks and rubrics in accordance with their professional judgment and pedagogical need. However, the basics of the GILOs and GELOs as expected learning outcomes should not be compromised.**

1. **Rubric for ELCs: Reflection (Weighting: 30-40%) – Common Template**

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| **Achievement of Learning Outcomes** | | **Level 4 Outstanding** | **Level 3 Mastering** | **Level 2 Developing** | **Level 1 Beginning** | **Marks** | |
| Course Grade | | A+, A, A- | B+, B, B- | C+, C, C- | D, F |
| Mark Range | | 81-100 | 66-80 | 46-65 | 0-45 |
| **GILO 1:**  **Problem Solving** | Augmented/ expanded knowledge and understanding in:  The domain/ phenomenon addressed through active experiences | Review the quality of the process and outcomes, with thorough and specific consideration of the need for further work | Review the quality of the process and outcomes, with sufficient consideration of the need for further work | Review the quality of the process and outcomes, with some consideration of the need for further work | Review the quality of the process and outcomes, with little consideration of the need for further work |  | |
| **GILO 3:**  **Creative Thinking** | Innovative thinking | Extend a novel or unique experience to create new or boundary-crossing knowledge | Create a novel or unique experience | Experiment with creating a novel or unique experience | Reformulate a collection of available ideas to create an experience |  |
| Connecting, synthesizing, transforming | Transform experience, ideas or solutions into entirely new forms/ insights | Synthesise experience, ideas or solutions into a coherent whole | Connect experience, ideas or solutions in novel ways | Recognise existing connections amongst experience, ideas or solutions |  |
| **GILO 7:  Global Perspective (if applicable)** | Based on the experience, make long-term decisions for the benefit of future generations | Make long-term rather than short-term decisions; feel a sense of responsibility for future generations | Care about the long-term consequences of one’s actions for future generations rather than the short-term benefits | Recognise that current human choices have an impact on future generations; concerned with benefiting future generations in the short term | Recognise that current human choices may have an effect on future generations, but unconcerned with benefitting them |  |
| **Course Specific Assessment Item(s)** |  |  |  |  |  |  |

**Remarks: Course instructors are strongly advised to make close reference to the assessment modes/tasks and rubrics (grade descriptors) contained in the Handbook for Experiential Learning. These tasks and rubrics are important means for ensuring that the major objectives/aims/rationales of EL and the generic intended learning outcomes can be achieved across various EL courses with a higher degree of consistency, transparency and fairness. Certainly, course instructors can slightly modify the assessment tasks and rubrics in accordance with their professional judgment and pedagogical need. However, the basics of the GILOs and GELOs as expected learning outcomes should not be compromised.**