

ASSESSMENT POLICY AND PROCEDURE

Wales Young Institute

3857

Name of Institution

Institution Number

**Assessment Policy and
Procedure**

April 25, 2014

August 30, 2021

Name of Policy

Date of
Implementation

Date of Last Revision

Policy:

As of April 2016, all homework will be part of course assignment and contribute to course percentage.

Graduation Requirements:

- Meets minimum GPA of 2.6.
- Meets minimum of 50% (D) passing grade for each course.
- Meets minimum attendance of 70% for each course.

For every third week of the program, students will be evaluated based on 30% of the course load, including: homework, quizzes, and any other assignments.

Student Progress/Assessment Methods

	Contribution (%)
Attendance	10%
Assignment (Homework, Project, and Presentation)	10%
Quiz/ Quizzes	20%
Midterm	20%
Final	40%
Total	100%

Total Grade Percentage

After that the final mark

A+= 91-100% A=86-90% A-= 80-85% B+ = 77 – 79% B= 74-76% B-=70-73% C+ = 67 – 69%
C= 64-66% C-=60-63% D = 50 – 59% U/F = Below 50%

PASS = normal satisfactory completion of course FAIL = unsatisfactory completion

The GPA will be

For example:

A+= 4.00 grade points

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A = 4.00 grade points
A- = 3.70 grade points
B+ = 3.33 grade points
B = 3.00 grade points
B- = 2.70 grade points
C+ = 2.30 grade points
C = 2.00 grade points
C- = 1.70 grade points
D = 1.00 grade points
U/F= 0.00 grade points

Letter Grade	Quality Characteristics
A	Outstanding, excellent work; exceptional performance with strong evidence of original thinking, good organization, meticulous concern for documented evidence, and obvious capacity to analyze, synthesize, evaluate, discern, justify, and elaborate; frequent evidence of both verbal eloquence and perceptive insight in written expression; excellent problem-solving ability in scientific or mathematical contexts with virtually no computational errors; demonstrated masterful grasp of subject matter and its implications. Gives evidence of an extensive and detailed knowledge base. (Note: The A+ grade is reserved for very rare students of exceptional intellectual prowess and accomplishment, especially in lower level courses.)
B	Good, competent work; laudable performance with evidence of some original thinking, careful organization; satisfactory critical and analytical capacity; reasonably error-free expository written expression, with clear, focused thesis and well-supported, documented, relevant arguments; good problem-solving ability, with few computational or conceptual errors in scientific subjects; reasonably good grasp of subject matter but an occasional lack of depth of discernment; evidence of reasonable familiarity with course subject matter, both concepts and key issues. Exhibits a serious, responsible engagement with the course content.
C	Adequate, reasonably satisfactory work; fair performance but infrequent evidence of original thinking or the capacity to analyze, synthesize, or evaluate course material; undue reliance on rote memory; difficulty in applying knowledge in unfamiliar contexts; limited problem-solving ability in scientific subjects; fairly

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	clear but quite uninspiring written expression with occasional problems in mechanics or syntax; weak in provision of documented, illustrative, or descriptive evidence; satisfactory grasp of basic elements of the course but frequent lapses in detailed understanding. Satisfies the minimum requirements of the course.
D	Minimally acceptable work; relatively weak performance with little evidence of original thinking or ability to analyze or synthesize course material; nominal or weak problem-solving ability in scientific subjects; written expression frequently exhibits difficulty in articulating a central thesis or sustaining a coherent argument; ideas are trite or juvenile, without discernible development. Shows inadequate grasp of some basic elements of the course.
F or U	Inadequate work; poor performance that indicates a lack of understanding or misunderstanding of essential subject matter; seems easily distracted by the irrelevant; written expression is poorly organized, often incoherent, and rife with mechanical and diction errors. Shows little evidence of even basic competency in the course content or skills.

Procedure

- Students will receive accurate and timely feedback on their learning process.
- Teacher/ Instructor must provide feedback on student's assessment (Quiz, Homework, Assessment, Midterm, and Final) in a timely manner.
- There must be a quiz, homework, and tests (midterm and final) to assess each student for each course at Wales Young Institute.

Grading Rubric for Exam and Assignment at Wales Young Institute

1. Multiple Choice Section

1 (one) correct answer over multiple choices. A correct answer give full mark of 1 (one) point while wrong answer will give 0 (zero).

2. True or False Section

One correct answer over either True or False. A correct answer will give full mark of 1 (one) point while wrong answer gives 0 (zero).

3. Matching Section

For each correct answer will give student 1 (one) point and none or 0 (zero) for a wrong answer.

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4. Essay Section

Essay will be marked using this rubric for each question:

- A “5” points out of 5 **or** 81% to 100% essay:
 - Answers the specific central question that was asked
 - Incorporates pertinent and detailed information from both class discussion and assigned readings (whenever applicable), providing needed evidence.
 - Maintains focus/avoids being sidetracked by tangents
 - Presents all information clearly and concisely and in an organized manner
 - Does much more than merely restate the question and offer a brief response
- A “4” points out of 5 **or** 61% to 80% essay:
 - Answers the specific central question asked, but not as well as a “5” essay
 - Incorporates some information from class discussion and assigned readings, providing some necessary evidence, but less thoroughly and/or relevantly than an “5” essay
 - Usually maintains focus, but may occasionally digress from the specific topic
 - Presents information fairly clearly and concisely, and may have minor organization problems
 - Does more than merely restate the question and offer a brief response
- A “3” points out of 5 **or** 41% to 60% essay:
 - Addresses the specific central question asked in part, but does not relate directly to the question or does not address all required elements
 - Does not adequately incorporate information from class discussion and assigned readings, and may rely on unsupported statements or generalities
 - Sometimes strays from the specific topic (more often than a “4” essay)
 - Presents information in a manner that is sometimes unclear, and/or has significant organization problems
 - May merely restate the question and offer a brief, undeveloped response
- A “2” points out of 5 **or** 21% to 40% essay:
 - Does not directly answer the specific central question asked

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- Does not incorporate information from class discussion and assigned readings, or does so minimally and/or irrelevantly
 - Substantially digresses from the specific topic
 - Has significant problems with clarity, concision, and organization, making the information presented difficult for the reader to understand
 - May merely restate the question and offer an irrelevant or undeveloped response
- A “1” point out of 5 **or** 1% to 20% essay:
- Does not answer the specific central question in any way
 - Does not incorporate information from *pertinent* class discussion and/or assigned readings
 - Provides no information that can be understood or related to the specific topic
 - May lack any recognizable organization
 - Does simply restate the question

5. Oral Presentation

	Effective	Needs work	Comments
Delivery: speed, eye contact, clarity, audibility, tone			
Content: sets out relevant issues, explains key terms, confident with material, aids understanding			
Structure: logical, easy to follow, provides headings, each section relates to overall purpose			
Use of visual aids uses handout or other visual aids, relevant to content			
Response to questions: willing to answer questions, actively			

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seeks questions			
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Other comments	
Mark	
Marking criteria	
90, 80, 75	first class, outstanding/excellent
68, 65, 62	upper second, good/above average
58, 55, 52	lower second, generally satisfactory, but some weaknesses
48, 45, 42	third, below average/barely adequate with serious weaknesses
35, 25, 15, 0	fail, poor, little of merit/nothing of merit

Hospitality Writing Scoring Rubric

GENERAL DIRECTIONS: The score you assign should reflect your judgment of the quality of the essay as a whole. Reward writers for what they do well.

Grade	Explanation
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91-100	These well-written essays clearly demonstrate an understanding of the topic and have chosen an appropriate work of literature and appropriate element(s) (character, theme, tone, plot device, etc.) within that work. They address the topic convincingly with apt references. Superior papers will be specific in their references, cogent in their explications, and free of plot summary that is not relevant to the topic. These essays need not be without flaw, but they must demonstrate the writer's ability to discuss a literary work with insight and understanding and to control a wide range of the elements of effective composition.
81-90	These essays also choose a suitable work of literature and analyze the appropriate elements. These papers, however, are less thorough, less perceptive or less specific than that of 91-100 papers. Though they are not as convincing in their discussion, these essays are generally well-written; however, they have less maturity and control than the top papers. They demonstrate the writer's ability to analyze a literary work, but they reveal a less sophisticated analysis and less consistent command of the elements of effective writing than essays scored in the 91-100 range.
71-80	Superficiality characterizes these essays. They choose an appropriate element from a suitable work, but the explanation is vague or over-simplified. The discussion may be pedestrian, mechanical, or inadequately related to the topic. Typically, these essays reveal simplistic thinking and/or immature writing. They usually demonstrate inconsistent control over the elements of college-level composition and are not as well conceived, organized, or developed as the upper-half papers; the writing, however is sufficient to convey the writer's ideas.
61-70	These lower-half papers may not have chosen an appropriate element or suitable text, or they may have failed to address the topic. Their analysis may be unpersuasive, perfunctory, underdeveloped, or misguided. Their discussion may be inaccurate or not clearly related to the chosen element. The writing may convey the writer's ideas, but it reveals weak control over such elements as diction, organization, syntax, and grammar. These essays may contain significant misinterpretations of the text, inadequate supporting evidence, and/or paraphrase and plot summary rather than analysis.
51-60	These essays compound the weakness of essays in the 61-70 range. They seriously misread or fail to comprehend the novel or the play (or the question itself), choose an inappropriate element, or seriously misinterpret the topic of the function of the element in the work they have chosen. In addition, they are poorly written on several counts, including many distracting errors in grammar and mechanics, or they are unacceptably brief. Although the writer may have made some effort to answer the question, the argument presented has little clarity or coherence. Essays that are especially vacuous, ill-organized, illogically argued and/or mechanically unsound should be scored below 51.
21-50	This is a response with no more than a reference to the task.
0	Indicates a blank response, or one that is unrelated to the assignment.

