

THE UNIVERSITY OF HONG KONG

Common Core Curriculum - Grade Descriptors for Reflective Writing

	Grade A	Grade B	Grade C	Grade D	Grade F
Addressing the Task	Identifies and addresses clearly the main question(s) and the subsidiary, embedded, or implicit aspects, addressing their relationships to each other.	Identifies and addresses the main question(s) and most of the subsidiary, embedded or implicit aspects.	Identifies and addresses the main question(s) and some of the subsidiary, embedded or implicit aspects.	Identifies part of the main question(s) and a few of the subsidiary, embedded, or implicit aspects but only addresses them partially.	Lacks an understanding of what the question requires or responds inappropriately or tangentially to the task or topic.
Intellectual Engagement with Concepts, Theories or Issues	Writings consistently demonstrate informed, thoughtful and sustained intellectual engagement with a broad range of relevant concepts, theories and issues. Theoretical ideas are applied to lived experience appropriately and insightfully. Viewpoints are always clearly articulated, meticulously supported and from multiple perspectives.	Writings mostly demonstrate informed and thoughtful intellectual engagement with a broad range of relevant concepts, theories and issues. Theoretical ideas are applied to lived experience mostly appropriately and at times insightfully. Viewpoints are in the main clearly articulated, well supported and from multiple perspectives.	Writings mostly indicate informed intellectual engagement with concepts, theories and issues but not always with sufficient depth, breadth or understanding. Applies theoretical ideas to lived experience but sometimes inappropriately or tenuously. Viewpoints are in the main clearly articulated but are not always sufficiently supported or from multiple perspectives.	Writings indicate some intellectual engagement with concepts, theories or issues but mostly at a superficial level. Writings are largely descriptive or anecdotal but do indicate some attempt to apply theoretical ideas to lived experience. Viewpoints are offered but tend to be poorly articulated, insufficiently supported and from a single perspective.	Writings reveal an absence of intellectual engagement with concepts, theories or issues. Writings are irrelevant or superficial. No attempt to link concepts and theories with lived experience. Viewpoints are poorly articulated and unsupported or supported with seriously flawed arguments.
Personal Development	Develops extensive and highly perceptive self-understandings from reflective writings. Consistently demonstrates a willingness and ability to subject own beliefs, values and behaviours to critical scrutiny and an openness to change.	Develops perceptive self-understandings from reflective writings. Demonstrates a willingness and ability to subject own beliefs, values and behaviours to critical scrutiny and an openness to change.	Develops some perceptive self-understandings from reflective writings. Generally disposed to scrutinizing own beliefs, values and behaviours but not always in a sufficiently critical manner. Shows some openness to change.	Develops some limited self-understandings from reflective writings. Shows willingness to examine own beliefs, values and behaviours but mostly without sufficient questioning of them. Occasionally, shows openness to change.	No evidence of the development of self-understanding from the reflective writings. Unwilling or unable to scrutinize own beliefs, values and behaviours. Shows no openness to change.
Mechanics	The language contains very few, if any, errors in grammar and vocabulary. If slips are present, the meaning is still clear.	The language is generally accurate but contains a few systematic errors in complex grammar and vocabulary.	The language is mostly accurate, and errors, when they occur, are mainly in complex grammar and vocabulary. Errors are distracting but the overall meaning is still intelligible.	The language is sufficient for meaning to be understood with effort. However, the language contains frequent errors in simple and complex grammar and vocabulary that are distracting.	Errors in language and vocabulary are so frequent and distracting that the essay is largely incomprehensible.

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.