GEI4008 Growing Up and Living with AI in Society Assessment Rubrics

**(a) Individual reflective journal (60%)**

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|  | **Excellent (A)** | **Good (B)** | **Satisfactory (C)** | **Pass (D)** | **Fail (F)** |
| **Content (40%)**   * Understanding of how the interdisciplinary knowledge of education, communication, and AI can construct and define our future society (10%) * Limitations and   issues of using AI in society from the interdisciplinary perspectives of education, communication, and AI (10%)   * Learning process and | * Fulfils all requirements convincingly. * The length of the content is appropriate. * Covers the topic comprehensively with no irrelevance. * Expresses clear, convincing ideas that are very well supported and illustrated. * Moves far beyond description; shows highly logical and critical analysis; | * Fulfils task   requirements.   * The length of the content is appropriate. * Covers the topic well, but a few details/ explanations are missing; may contain minor irrelevance. * Expresses clear and reasonably convincing ideas that are supported but may show a few weaknesses in   logic. | * Fulfils task   requirements, though some only partly.   * The length of the content is appropriate. * Covers the topic in a general way, with a clear lack of details/ explanations in places; may contain some irrelevance. * Expresses some relevant ideas and arguments, but support may be weak and/or | * Fulfils some, but not all task requirements. * The length of the content is too short. * Covers the topic but with a clear lack of details/ explanations throughout; may contain significant irrelevance. * Expresses ideas, but they are not always clear, and support may be weak and/or illogical in several places. * Shows some attempt   to move beyond | * Does not fulfil task requirements. * The length of the content is unsatisfactorily short. * Covers the topic in a very limited way; most content may be irrelevant. * Does not express any clear, convincing ideas. * Shows no attempt to move beyond description. |

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| the quality of their learning product (10%)   * Areas for improvement in learning process and product (10%) | demonstrates both breadth and depth. | * Moves far beyond description; shows logical and critical analysis; demonstrates certain degree of breadth and depth. | illogical in some places.   * Move beyond description; shows some logical and critical analysis; may lack depth and   breadth. | description; shows limited analysis. |  |
| **Organization (10%)**   * Clear connection between ideas throughout the writing * Different methods to connect ideas, such as topic sentences, transition words and phrases | * Presents ideas logically in relation to one another within and between paragraphs making it very easy for the reader to follow. * Uses a wide range of methods to connect ideas successfully. | * Presents ideas mostly logically in relation to one another within and between paragraphs making it easy for the reader to follow. * Uses a range of methods to connect ideas, mostly successfully. | * Presents ideas generally logically in relation to one another within and between paragraphs, but some errors in this make it a little difficult for the reader to follow at times. * Uses a narrow range of methods to connect ideas, mostly successfully. | * Presents ideas in relation to one another illogically at times, making it difficult for the reader to follow. * Uses basic linking words to connect ideas, sometimes unsuccessfully. | * Presents ideas in relation to one another frequently illogically, making it very difficult for the reader to follow. * Uses basic linking words to connect ideas, often unsuccessfully. |
| **Language (10%)**   * Clear communication of | * Uses a wide range of   language structures | * Uses a range of   language | * Uses a limited range   of language | * Uses a very limited   range of language | * Does not use   language structures |

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| meaning with accurate grammar and vocabulary appropriate to the audience and topic.   * Ways to interest and engage the reader | accurately to communicate meaning clearly.   * Writes in an   engaging, thought- provoking way throughout, with appropriate use of vocabulary to convey precise meaning. | structures to communicate meaning clearly, with occasional mistakes.   * Writes in a reasonably engaging way, with mostly appropriate use of vocabulary. | structures to communicate meaning, with some mistakes that occasionally cause the reader difficulty.   * Writes in a way that is not particularly engaging for the reader, with some inappropriate use of vocabulary. | structures to communicate meaning, with many mistakes that frequently cause the reader difficulty.   * Writes in a way that is unlikely to engage the reader, with frequent inappropriate use of vocabulary. | successfully and fails to communicate meaning, causing the reader extreme difficulty.   * Does not write in a way that can engage the reader, with mostly inappropriate use of vocabulary. |