



國立臺灣大學教務處

教學發展中心

Assessment for learning: Principles and suggestions

Center for Teaching and Learning Development,
Office of Academic Affairs

August 2026

About this guideline

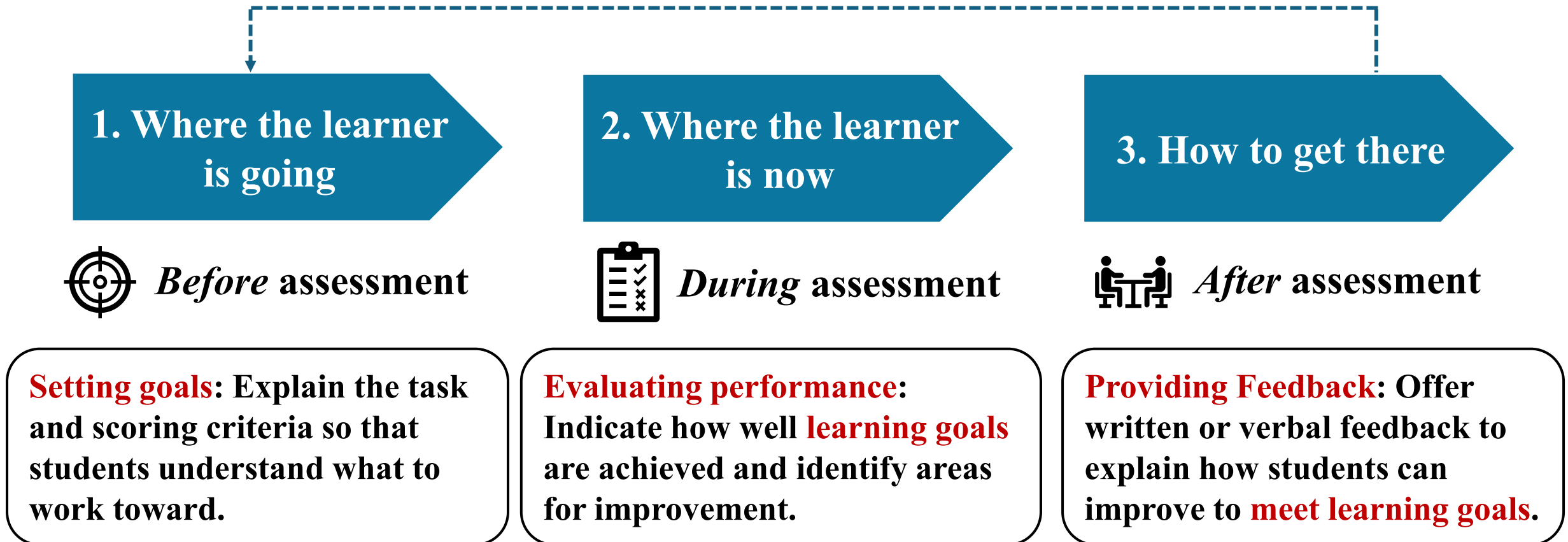
- Evaluating learning outcomes is an important function of assessment, helping students understand how well they have learned (*prove*) and where they need to improve (*improve*), thereby enhancing learning (Boud, 2000 ; Carless, 2015).
- This guideline intends to help instructors understand the principles of learning assessment, as well as NTU's grading regulations and recommendations. To prevent grade-related disputes arising from information gaps, instructors are also encouraged to clearly explain the grading criteria in the course syllabus during the first week of classes, so that students can better understand course requirements.
- Starting from Academic Year 115, NTU recommends an upper limit of 20% for A+ grades. **This is not a mandatory requirement.** Instructors may adjust the percentage based on course requirements. Instructors teaching required courses are particularly encouraged to follow this guideline.



For more information,
please refer to CTLD'S
webpage: [Assessment for
Learning](#)

Three Elements of Assessment

To achieve the objective of assessment for learning, a complete assessment process includes three key elements: *before* assessment, *during* assessment and *after* assessment (Wiliam & Thompson, 2008) :



NTU's Grading Regulations

1. NTU adopts a letter grade system. Each grade is defined based on the extent to which course objectives are achieved.

Taking A grades as an example:

A+ = All goals achieved beyond expectation → exceptional, flawless performance

A = All goals achieved → excellent performance within expectations

A- = All goals achieved, but need some polish → performance could be improved

2. The grade percentage ranges and the single-subject grade conversion table in the University's regulations **are for reference only**. **Instructors may adjust the ranges according to the grade definitions.** See the Regulations for more details.

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Instructors may be asked to provide a reason in the Online Grading System for feedback purposes only. This will not affect grade submission.

How to Avoid Grade Disputes?

Explain and **Announce** the Assessment Methods

Explain

To avoid information gaps and potential grade disputes, please state **in the course syllabus** how grades will be determined **in the first week of the semester**:

- The weight of each activity: such as assignments, exams, presentations, and attendance.
- If letter grades will be converted from scores, explain the conversion criteria.
- If grade adjustments will be applied, explain the principles for adjustment.
- Before assessment: Explain the scoring criteria so that students know what to work toward.

Announce

Use NTU's course syllabus system, NTU COOL, or other teaching platforms to announce the course assessment methods, so that students can refer to them throughout the semester.

How to manage grading schemes on NTU COOL?
(see “How to set the Percentage-to-Letter Grade conversion” of the user manual).

If assessment methods are adjusted **during the semester**, **explain** the changes and **announce** them clearly to students.

【Update】 Action Plan for Addressing Grade Inflation in Academic Year 115

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Instructors may adjust the percentage based on course requirements.

Instructors teaching required courses are particularly encouraged to follow this guideline.

Reference



114-1 departmental survey:
Respondents asked the University to provide a recommended percentage.



Similar policies and practices at universities in Taiwan and abroad

Objectives



Provide a common benchmark for discussing and interpreting “beyond expectation” across different courses.



Make “beyond expectation” easier to understand and apply in practice.

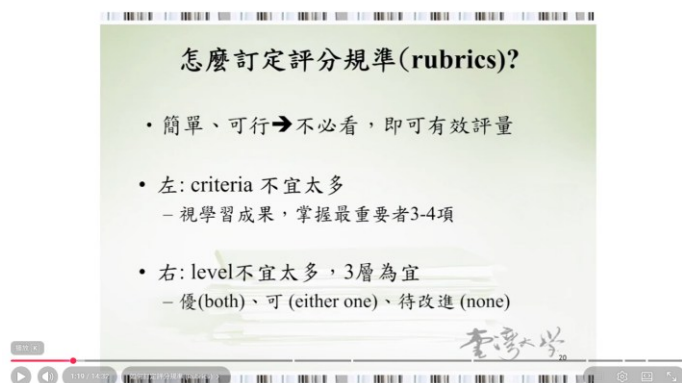
For more faculty development courses,
please refer to the ACE Teaching Certificate Program



ACE 教學資源平台
Accessible Customizable E-learning

#1 How to design scoring rubrics ?

Speaker: Prof. Bih-Jen Fwu, Deputy Director,
CTLD



Through clear explanations and practical examples,
this video helps instructors quickly master the key
techniques for designing scoring rubrics.

Summary of the video :

1. Purpose of Assessment
2. How to Design Rubrics
3. Selected Rubric Examples



#2 Debunking Myths About Using AI in Assessment, Ep. 1

Speaker: Professor Tzai-Hung Wen, Dpt. of Geography



Addressing common misconceptions about assessment
in the age of AI and inviting instructors to rethink
assessment and redesign their assessment practices.

Summary of the video :

1. Key Issues and Shifts in Perspective
2. Practical Strategies for AI-Assisted Assessment
3. The Role and Value of Instructors



References

- Boud, D. (2000). Sustainable assessment: Rethinking assessment for the learning society. *Studies in Continuing Education*, 22(2), 151-167. <https://doi.org/10.1080/713695728>
- Carless, D. (2015). Excellence in university assessment: Learning from award-winning practice. Routledge.
- William, D., & Thompson, M. (2008). Integrating assessment with instruction: What will it take to make it work? In C. A. Dwyer (Ed.), *The future of assessment : Shaping teaching and learning* (pp. 53-82). Lawrence Erlbaum Associates.