



國立臺灣大學教務處

教學發展中心

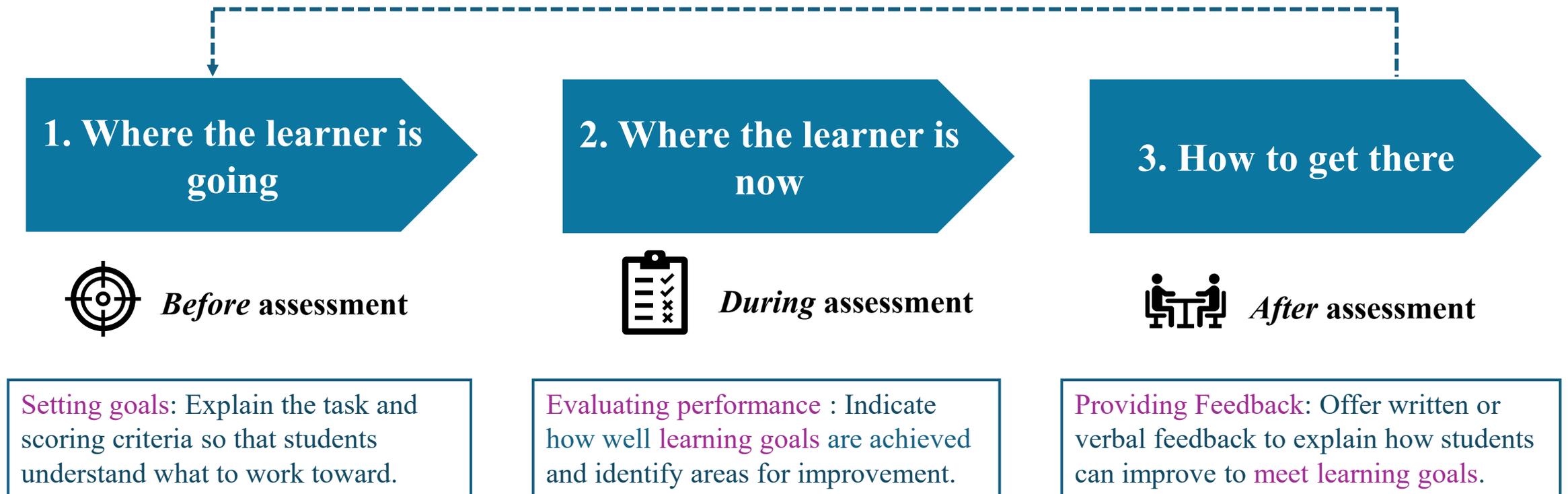
Assessment for learning: Principles and suggestions

Center for Teaching and Learning Development,
Office of Academic Affairs

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Three Elements of Assessment

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). A complete assessment process includes three elements (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

[See the Regulations for more details.](#)

2. The grade percentage ranges and the single-subject grade conversion table in the above Regulations are *for reference only*. *Instructors may adjust the ranges according to the grade definitions.*

NTU has not set an upper limit on the percentage of A+ grades in the 2025/2026 academic year.

Instructors are encouraged to provide a reason in the grading system solely for collecting feedback, and this does 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? \(see p. 287 of the user manual\).](#)

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

How to design scoring rubrics ?

Speaker: Prof. Bih-Jen Fwu, Deputy Director,
Center for Teaching and Learning Development

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



**Click to watch the video
(in Mandarin)**

Summary of the video:

- Purpose of Assessment
- How to Design Rubrics
- Selected Rubric Examples



For more faculty development courses,
please refer to the ACE Teaching Certificate Program ([link](#)).



透過結構化教學課程
不限時地強化教學力



ACE 教學資源平台

Accessible Customizable E-learning

**As the wave of AI rapidly approaches, many educators cannot help but wonder:
Will AI diminish the meaning and value of assessment, and will teachers' roles be replaced?**

**In response to educators' concerns about assessment in the AI era,
a brand-new ACE module will be launched in March 2026.**

**The first series focuses on AI and Assessment, addressing common
misconceptions in education through both practical and conceptual perspectives.**

Watch the one-minute highlight

[Click to watch the video](#)

More about ACE



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.