

7. Grading Guidelines and Rubrics

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1. Introduction

Grading guidelines and rubrics set forth herein are developed to clarify and ensure adherence to the grading policy of BABEL University Professional School of Translation (the School) and to transmit the School's theory of action about teaching and learning into grading practices across all courses and programs.

2. General Guidelines

All student work must be evaluated fairly and appropriately. Faculty and instructors' judgment should be objective and consistent. Effective grading requires an understanding of how grading may function as a tool for learning and a willingness to listen to and communicate with students. It is important to balance the requirements of effective grading with other workload and professional commitments.

Grading involves all of these activities:

- Setting expectations with students through a grading policy
- Designing assignments and exams that promote the course objectives and outcomes
- Calibrating the application of a grading standard for consistency and fairness
- Making decisions about effort and improvement
- Deciding which comments would be the most useful in guiding each student's learning
- Returning assignments and helping students understand their grades
- Writing remarks and comments in a friendly, encouraging, speaking style.

This section contains general guidelines on how to make grading both more effective and more efficient.

- 1) Each time a correction is done, try to find strong points and offer as much praise as possible in the comments. (For example, even if there is a mistranslation, comment on the good points such as student's depth of expression or good rhythm of the translation text. Even if there are problems with Japanese expression, comment on points such as depth of understanding or faithful translation to the original text)
- 2) Comments shouldn't be assertive and judgmental like "this is wrong, the correct answer is this". Rather, alternative ideas should be put forth to the student such as "this is another way to interpret the context," "another possible translation might be this," "why don't you look this up in your dictionary?", or "please confirm that in a reference book". These kinds of comments should be sprinkled in to encourage student self- reflection and self-discovery.
- 3) Depending on the level of the student, if there are many problem points, please limit their number, and give priority to the ones that the student can most easily correct.

- 4) After the second assignment, take into account the content and grades of assignments submitted up to that point. (For example, praising the areas where the student is making progress and showing improvement, and pointing out the areas where the student is repeating the same mistakes)
- 5) For those students who have submitted all their assignments at one time, if the final product is unsatisfactory please don't give a poor grade for the entire assignment. Rather, correct and assess only one assignment, and then ask the student to review the remaining assignments and resubmit them.
- 6) If a student continues to receive low grades, please consult with the person in charge in the Student Service and design a plan so that the student can receive counseling and have the opportunity to resubmit his assignments.

2. Grading Rubrics

A. Basic Points

1. Notation

- 1) Manuscript Style: In cases where the prescribed writing format has clearly not been adhered to, deduct one point for each problem point. If the assignment is done as prescribed, it should receive full credit.
- 2) The basic Japanese grammar: If there is misuse of characters, omitted characters, or misuse of words, deduct one point for each mistake. However, even if the same mistake is repeated in the text, take off only one point for the entire assignment.
- 3) If the usage of punctuation marks or other symbols is inappropriate, deduct one point for each mistake. However, if the same mistake is repeated in the same text, take off only one point for the entire assignment.
- 4) Since there are individual differences in how students use pause marks, only deduct points if the usage results in a complete misunderstanding. (or if complete misunderstandings arise due to the lack of their use)
- 5) If notations are not uniform, take off one point for each mistake. However, if the same mistake is made throughout the assignment, deduct only one point.

2. Interpretation

- 1) Interpretation of Phrases: If the meaning of phrases is not accurately grasped, take off one point or more depending on the degree of the error.
- 2) Interpretation of Grammar/Sentence Structure: If grammar or sentence structure is not accurately understood, take off one point or more for each mistake depending on the degree of the error.

- 3) Interpretation of Content: If meanings embedded in context, the main thesis, nuances, or meanings “between lines” are not accurately understood, deduct one point or more for each mistake depending on the degree of the error.

3. Excesses or deficiencies

- 1) Excesses or deficiencies in text: If inadequate, excessive or deficient phrases or sentences are included, deduct one point or more for each mistake depending on the degree of the error.
- 2) If a translation is omitted, take off one or more points depending on the degree of the error.

4. Language Expression

- 1) Consistency: If polite forms and normal forms are mixed together, resulting in irregular consistency in sentence form, take off one or more points depending on the severity of the error.
- 2) If sentences are inconsistent in regards to their texture, difficulty, or gravity, deduct one point or more depending on the degree of the error.
- 3) Naturalness of Japanese: If phrases or sentences are unidiomatic, unnatural, difficult to understand, or obscure, deduct one point or more for each mistake depending on the degree of the error.
- 4) If there are modifications or distortions in subjects and predicates, take off one point or more for each mistake depending on the degree of the error.

5. Knowledge

- 1) Background Knowledge/ Research Capabilities: If it is felt that there is a lack of background information or student research, take off one or more points for each mistake depending on the degree of the error.
- 2) Depending on the topic, sometimes background information and research are unnecessary. In such cases, the assignment is obviously not graded down, but the following remark should be added in the space for comments – [since Item 05 cannot be graded, it has been transferred to the impression points section]

B. Impression Points

Elements that are deemed difficult to assess according to the grade reduction scoring system based on the above items, will be graded and assessed by the grade enhancement scoring system.