THE HONG KONG POLYTECHNIC UNIVERSITY
香港理工大學

SLLO SERVICE-LEARNING AND LEADERSHIP OFFICE
服務學習及領導才能發展處

SERVICE-LEARNING
Capacity Building Scheme for Secondary School Teachers
中學教師服務學習培訓計劃

STEM Education Service-Learning Project
Reflection - Assessment Rubrics of EMPATHY MAP

Grade	Descriptions
11	**Consistently** - illustrate <u>rich</u> content of what learners saw, heard, did and felt during different stages of their STEM learning - demonstrate a <u>high level</u> of observance and care towards learners when teaching STEM - examine <u>pre-post</u> motivations/frustrations learners experienced before and after learning STEM, and help them address their difficulties and challenges by <u>concrete</u>, <u>appropriate</u> adjustments
8	**Some parts** illustrate rich content, demonstrate being highly observant towards learners when teaching STEM, and match observations with adjustments, but others: - have <u>unclear</u> content, or are in the <u>wrong section</u> on what learners saw, heard, did and felt during different stages of their STEM learning - <u>lack</u> concreteness, elaboration, superficial or off-topic - observations were <u>not matched</u> with adjustments (unclear or seemingly contradictory) to the difficulties and challenges learners experienced when learning STEM
5	**Overall (most parts)** - <u>descriptive</u> and some contents are <u>duplicated</u> on what learners saw, heard, did and felt during different stages of their STEM learning - <u>lacks</u> elaboration, incomplete, superficial and off-topic - does <u>not demonstrate</u> observance and care towards learners when teaching STEM - does <u>not concretize</u> adjustments/actions to the difficulties and challenges learners experienced when learning STEM
0	**All parts** - <u>lack of content</u> on what learners saw, heard, did and felt during different stages of their STEM learning - <u>off-topic</u> - does <u>not demonstrate</u> observance and care towards learners when teaching STEM - does <u>not mention</u> adjustments/actions to the difficulties and challenges learners experienced when learning STEM

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