



Jiujiang University

General Office
JJU [2024] No.111

Quality Standards for Key Links of Undergraduate Teaching of Jiujiang University (Revised)

Chapter 1 General Provisions

To strengthen teaching administration, standardize teaching activities, further guide and evaluate key links of undergraduate teaching, and improve teaching quality, these standards are formulated in accordance with the actual conditions of the university, covering key links including syllabus formulation, lesson preparation, theoretical classroom teaching, internship and practical training, graduation thesis (design), assignments and exercises, course assessment, and teaching materials.

All teaching staff should carry out teaching activities in accordance with these standards; teaching administrative departments should conduct teaching guidance, administration and inspection, and perform evaluation work by reference to these standards.

These standards should take effect upon promulgation. The Academic Affairs Office and Teaching Quality Supervision and Evaluation Office should be responsible for interpretation. The original Quality Standards for Key Links of Undergraduate Teaching of Jiujiang University (Trial) (JJU [2018] No. 7) should be abolished simultaneously.



Chapter 2 Quality Standards for Lesson Preparation

Application of Evaluation Results: Lesson preparation is the initial link of the teaching process and refers to the instructional design and preparatory work completed by teachers before classroom delivery. The university reviews teachers' teaching schedules, lesson plans, lecture notes and courseware to examine their mastery of syllabus, course content, textbooks and teaching auxiliary materials, student profiles, teaching methods, and teaching aids and equipment. The evaluation results of lesson preparation quality should be linked to teachers' annual teaching performance evaluation. For teachers with unqualified lesson preparation quality, teaching and research offices should organize senior experienced teachers to provide guidance and assistance.

Continuous Improvement: Through multi-dimensional evaluation, the university comprehensively assesses teachers' lesson preparation quality. Targeted support should be provided for teachers with weak lesson preparation ability, and follow-up supervision should be implemented for teachers with a perfunctory working attitude to continuously improve the overall quality of lesson preparation.

Evaluation Subjects: Colleges, peers, supervision experts

Evaluation Frequency: Once per semester

Table - 1 Quality Standards for Lesson Preparation

Primary Indicator	Secondary Indicator	Quality Standards
Teaching Content Preparation	Syllabus Study	Clarify the status and role of the course in the professional talent training program as well as its correlation with other courses; fully understand the course syllabus, clarify teaching objectives, tasks and assessment requirements; master the depth, breadth, key points, difficult points and confusing points of course content.
	Textbook Study	Master the knowledge structure of textbooks; grasp key chapters, key and difficult points of each chapter; understand the conception and significance of illustrations as well as the



Primary Indicator	Secondary Indicator	Quality Standards
		arrangement and solutions of exercises; expand teaching content in a targeted manner; explore potential elements conducive to the improvement of students' ability and moral quality.
	Teaching Material Preparation	Collect abundant teaching reference materials and recommend appropriate reading books to students; extensively screen typical cases in accordance with course content.
Student Analysis	Students' Knowledge Foundation	Understand students' prior courses and existing knowledge level according to teaching requirements.
	Students' Learning Ability	Understand students' ideological status, moral will, learning attitude and thinking modes; grasp their self-study habits and individual learning differences.
	Students' Learning Needs	Collect students' learning doubts, difficulties and suggestions; design and revise teaching plans appropriately in combination with Outcomes-Based Education (OBE) philosophy.
Teaching Method Design	Teaching Sequence	Compile lesson plans following the cognitive law of students from simplicity to complexity, from proximity to remoteness and from concreteness to abstraction; reasonably design procedures including course introduction, lecture delivery, review and summary.
	Key Teaching Points	Highlight key points and resolve difficult points in teaching; properly handle confusing and error-prone content; arrange teaching content scientifically and rationally.
	Teaching Approaches	Adopt integrated modes such as lecture and self-study, discussion and communication, theoretical study and case analysis, as well as theoretical and practical learning; implement individualized teaching to enhance students' learning motivation.
	Teaching Means	Adopt modern educational technologies in light of disciplinary characteristics; carefully design and produce courseware; carry out blended online and offline teaching combining massive open online courses; conduct courseware rehearsal and platform operation before class to ensure normal teaching operation.
Teaching Structure	Teaching Procedures	Elaborately design teaching procedures including preview guidance, course introduction, lecture delivery and after-class



Primary Indicator	Secondary Indicator	Quality Standards
Arrangement		summary with logical and well-organized layout.
	Time Allocation	Allocate teaching hours scientifically according to content importance and reasonably arrange the teaching progress of each class session.
	Teaching Organization	Design teaching links elaborately with prominent key and difficult points; arrange teacher-student interaction properly; integrate production, daily life and social reality to realize simultaneous knowledge imparting and moral education; design blackboard writing rationally.
	Lesson Plans & Lecture Notes	Adjust and optimize textbook content according to student learning conditions; absorb latest achievements in teaching reform and academic frontiers; complete all lesson plans before the semester starts in accordance with relevant regulations.
	Teaching Manual	Fill in teaching manuals timely, standardizedly and completely in consistency with course syllabus and teaching schedules, truly reflecting actual teaching situations and existing problems.



Chapter 3 Quality Standards for Classroom Teaching

Application of Evaluation Results: Evaluation results should be linked to teachers' annual assessment, professional title evaluation and selection of honors. Evaluation grades are classified as Excellent, Good, Qualified and Unqualified. Teachers rated unqualified for two consecutive times should be suspended from teaching and transferred to non-teaching posts. External teachers with unqualified teaching quality should have their employment contracts terminated without renewal.

Continuous Improvement: Multi-dimensional evaluation is adopted to fully understand teachers' teaching proficiency; targeted support and follow-up training should be provided for teachers with weak teaching skills to improve their overall teaching ability.

Evaluation Subjects: Colleges, supervision experts, peers, students

Evaluation Frequency: Student teaching evaluation once per semester, overall evaluation once per year

Quality Standards for Classroom Teaching

Teaching Attitude	Professional Dedication	Quality Standards
Teaching Attitude	Professional Dedication	Devote oneself to education with strong dedication and enterprising spirit; set an example in morality, words and deeds; adopt a student-oriented approach and show humanistic care for students' study and life.
	Sense of Responsibility	Maintain a strong sense of responsibility with strict requirements on oneself and students; prepare lessons earnestly and deliver lectures with full spirit; keep complete, standardized and distinctive teaching documents.
Teaching Objectives	Target Groups	Be familiar with teaching objects and define clear undergraduate-oriented teaching objectives.
	Knowledge Objectives	Clearly present unit knowledge objectives before new lectures and clarify required knowledge points for students.
	Ability Objectives	Clarify ability training objectives of each chapter before



Teaching Attitude	Professional Dedication	Quality Standards
		class and complete objective setting and presentation in advance.
	Learning Guidance	Put forward clear learning requirements through objective presentation and effectively guide students' preview and review.
Teaching Content	Ideological Orientation	Attach importance to comprehensive quality cultivation; integrate ideological and political education to help students establish correct world outlook, outlook on life and values, and strengthen professional ethics education.
	Scientific Nature	Ensure accurate, rigorous and logically organized teaching content in line with syllabus requirements.
	Advanced Nature	Keep teaching content high-order, innovative and challenging; update knowledge timely and introduce new theories, technologies and methods reflecting disciplinary frontiers.
	Effectiveness	Teach students in accordance with their aptitude with appropriate difficulty; integrate theory with practice to highlight key points and cultivate students' problem-solving ability; attach equal importance to knowledge imparting and method guidance.
Teaching Methods	Diversity	Adopt flexible and diversified teaching methods to facilitate the achievement of teaching objectives.
	Pertinence	Select targeted teaching methods according to curriculum characteristics and student conditions.
	Contemporary Features	Adopt modern educational concepts and information technology to enrich teaching effects.
	Learning Method Guidance	Provide effective guidance on learning and research approaches combined with curriculum content.
Teaching Organization	Course Introduction	Design natural and targeted course introduction to activate prior knowledge and stimulate learning interest.
	Lecture Delivery	Deliver lectures vividly and concisely with prominent key and difficult points; organize interactive classroom activities reasonably.
	Summary & Induction	Conduct clear and accurate after-class summary to help



Teaching Attitude	Professional Dedication	Quality Standards
		students form logical knowledge cognition; deliver enlightening closing remarks.
	Review & Consolidation	Organize targeted review with novel forms to help students acquire new understanding of prior knowledge.
Teaching Skills	Demeanor	Maintain neat appearance, dignified bearing, modest manner and natural classroom demeanor.
	Language Expression	Use standard Mandarin with accurate, concise and fluent expression; control proper speaking speed with vivid tone and logical appeal.
	Blackboard Writing & Courseware	Keep blackboard writing standardized, neat and hierarchical; design courseware with clear layout, accurate charts and original content.
	Classroom Management	Organize classroom activities compactly to create a positive learning atmosphere and ensure students' full engagement.
Teaching Characteristics	Artistry	Possess personal teaching style with artistic classroom delivery.
	Innovation	Adopt novel teaching forms with distinctive teaching effects.



Chapter 4 Quality Standards for Experimental Teaching

(Including comprehensive experiments, in-class experiments, independent experimental courses and engineering training)

Application of Evaluation Results: The evaluation of experimental teaching quality serves as an important component of faculty teaching assessment, as well as the basis for application and cultivation of experimental projects. It also provides guidance for experimental teachers to optimize auxiliary teaching and is incorporated into the post appointment assessment indicators of experimental technical staff.

Continuous Improvement: Evaluations and suggestions from students, peer teachers and supervision experts help teachers continuously optimize experimental teaching content and methods; facilitate colleges to improve laboratory construction and hardware conditions; ensure smooth implementation of experimental teaching with optimized auxiliary work of experimental technicians.

Evaluation Subjects: Supervision experts, colleges, peer teachers, students

Evaluation Frequency: Student evaluation once per semester, overall evaluation once per year

Quality Standards for Experimental Teaching

Link	Key Element	Quality Standard	Teaching Documents
Teaching Documents	Rules & Regulations	Establish scientific and sound rules and regulations for experimental teaching and laboratory management; ensure full mastery of instrument operation specifications and complete safety emergency plans.	Rules and Regulations
	Syllabus	Align experimental syllabus with professional talent training objectives; enable teachers to fully grasp teaching objectives, key points	Course Syllabus



Link	Key Element	Quality Standard	Teaching Documents
		and technical essentials.	
	Teaching Materials	Select or compile high-quality experimental textbooks or guidebooks matching talent training objectives; fully understand experimental principles, procedures, instruments and environmental requirements.	Experimental Textbooks / Guidance Manuals
	Teaching Schedule	Offer experimental projects in accordance with course syllabus; gradually increase the proportion of comprehensive and design-oriented experiments.	Teaching Schedule
	Lesson Plans	Define clear teaching objectives and key difficulties; specify experimental principles and skill requirements; formulate targeted preventive measures for potential experimental risks.	Lesson Plans
Experimental Preparation	Instruments & Equipment	Ensure complete equipment in good condition to meet teaching needs; guarantee sufficient reagents and consumables.	Laboratory Preparation Form
	Venue & Environment	Maintain clean and rationally arranged laboratories with complete ventilation, lighting and temperature control facilities; equip fire prevention and anti-theft devices; conduct pre-experiment trials for new courses and new teachers.	Pre-experiment Report
Teaching Process	Teaching Content	Clarify experimental principles, operating procedures and precautions; allocate reasonable time for explanation and hands-on operation; inspect students' experimental operation and data records; cultivate independent practical ability and update	Laboratory Rules; Laboratory Usage Registration Form



Link	Key Element	Quality Standard	Teaching Documents
		experimental content timely to develop comprehensive and innovative projects.	
	Teaching Approaches	Adopt student-oriented heuristic teaching integrating demonstration and hands-on operation to enhance teacher-student interaction.	
	Laboratory Management	Complete teaching tasks as scheduled; arrange reasonable grouping; maintain standardized and orderly experimental process; ensure high equipment utilization without damage or waste.	Laboratory Equipment Usage Record
	Teaching Effect	Students can proficiently operate equipment, independently complete experiments, data processing and result analysis with solid theoretical and practical skills; maintain a high offering rate of comprehensive and open-ended experimental projects.	Experimental Project Statistical Form
	Assignment Requirements	Require standardized experimental reports with authentic data and rational result analysis.	Experimental Report
	Assignment Correction	Correct all experimental reports timely and meticulously with objective grading and targeted feedback.	
Assessment	Assessment Methods	Combine theoretical examination and operational assessment focusing on comprehensive and design-oriented experimental evaluation.	
	Grade Evaluation	Adopt combined process and outcome assessment; assign scientific grades with normal distribution reflecting students' true learning proficiency.	Grade Summary Form



Note: For other experimental teaching courses not applicable to the above standards, relevant quality standards should be formulated by each department in combination with actual conditions with reference to these standards and teaching material list, and filed with the Academic Affairs Office.



Chapter 5 Quality Standards for Internship and Practical Training

(Applicable to independently arranged practical training and centralized practical teaching links)

Application of Evaluation Results: Serve as the basis for practical teaching administration of secondary colleges and faculty performance assessment; be taken as the main reference for calculating teaching workload and annual evaluation; appropriately reduce workload and downgrade annual assessment for instructors failing to complete guidance requirements.

Continuous Improvement: Help students enhance the ability to apply theoretical knowledge into practice; promote instructors to improve practical teaching capacity and industry connection; enable colleges and the Academic Affairs Office to adjust relevant regulations timely and continuously optimize practical teaching arrangement and effectiveness.

Evaluation Subjects: Students, internship instructors, internship organizations, colleges

Evaluation Frequency: Once per year

Quality Standards for Internship and Practical Training

Link	Key Element	Quality Standard
Internship Preparation	Internship Plan	Formulate scientific and feasible internship plans in strict accordance with professional talent training programs and practical course syllabus; complete plan submission and filing via the laboratory comprehensive information management system before internship starts.
	Internship Tasks	Clarify internship tasks and compile standardized internship manuals for performance assessment upon completion.
Internship Guidance	Guidance Arrangement	Instructors should be fully responsible for the whole internship process, formulate detailed teaching plans, provide ideological care and ensure safe internship activities.
	Guidance Norms	Full-time instructors should reside together with students at



Link	Key Element	Quality Standard
		internship sites without unauthorized absence, cancellation or schedule alteration; internship implementation plans should be reviewed and approved by the college two weeks in advance.
	Process Management	Organize on-site visits, study tours and data collection; assign internship assignments and supervise report writing; strengthen cultivation of students' analytical and problem-solving ability; instructors should abide by professional ethics; unauthorized replacement of post should be deemed as teaching misconduct; leave application and approval procedures must be followed for special circumstances.
	Summary & Assessment	Conduct comprehensive assessment on students' ideology, study and discipline after internship; compile summary materials and submit to the college for review and filing.
Student Internship	Internship Attitude	Obey unified management of instructors and complete all internship tasks and reports on time.
	Discipline Requirements	Abide by internship schedule and institutional regulations; cherish public property; no unexcused absence, late arrival or early departure; off-campus leave must be approved; individuals should be liable for personal injury or property loss caused by violation of safety regulations.
	Learning Tasks	Complete internship tasks in accordance with course syllabus; learn from on-site instructors and master professional knowledge and skills.
Student Clinical Observation	Practice Norms & Discipline	Abide by professional ethics and relevant laws; reflect on teachers' morality through reading and practical perception.
	Teaching Observation	Attend no less than 5 demonstration classes and 1 teaching and research activity per week.
	Class Teacher Internship	Participate in class management, observe class meetings and complete internship records with no less than one activity per week.
	Summary Meeting	Organize college-level summary meetings for experience exchange.



Chapter 6 Quality Standards for Graduation Thesis (Design)

Application of Evaluation Results: Graduation thesis (design) results are included in student academic archives as the basis for graduation; instructors' guidance performance is incorporated into annual workload and assessment evaluation; college management performance is included in institutional assessment indicators.

Continuous Improvement: Enhance students' comprehensive ability to solve practical problems with professional knowledge; promote teaching reform and expand research scope; optimize college management mechanisms and improve talent cultivation input efficiency..

Evaluation Subjects: Colleges, Academic Affairs Office, Teaching Quality Supervision and Evaluation Office, external experts, CNKI Academic Integrity Detection System

Evaluation Frequency: Mid-term inspection, academic integrity review, random sampling inspection

Quality Standards for Graduation Thesis (Design)

Indicator	Quality Standard
Preparation for Graduation Thesis (Design)	1. Complete and standardized task books as well as reasonable and feasible work plans should be formulated in accordance with basic teaching requirements; reasonable and operable grading criteria should be established. 2. Supervisors of graduation thesis (design) should be teachers or engineering technicians with lecturer title or intermediate professional title and above. Teaching assistants should not act as sole supervisors; supervision should be co-conducted by teachers with associate professor title or above. In principle, each supervisor should guide no more than 8 students to ensure supervision quality. Cooperation between university teachers and off-campus enterprise professionals is encouraged to implement the dual-mentor system for thesis supervision. 3. Sufficient instruments, equipment, materials and venues should be properly arranged; reference materials should be adequate and targeted.
Topic Selection Quality	1. The selected topics should conform to professional training objectives and basic teaching requirements, enabling students to receive comprehensive scientific research and professional training. The depth, breadth and difficulty of topics should be appropriate for students to complete tasks through diligent efforts. 2. Topic selection should adhere to the principle of integrating theory with



	practice, closely linking with scientific research, production, laboratory construction and social practice, so as to promote the integration of teaching, research and production and enhance the application value of topics. Topics should be diversified to meet the training needs of different disciplines. The proportion of graduation theses (designs) based on experiments, internships, engineering practice and social investigations should be no less than 50%. 3. Topics derived from teachers' professional practice and research projects are supported. Research topics should be combined with local economic, cultural and social development; design topics should be integrated with engineering practice on the basis of basic engineering training to carry in-depth and expansive research. No repeated undergraduate thesis topics are allowed within three consecutive academic years.
Implementation of Graduation Thesis (Design)	1. The supervisor responsibility system should be implemented. Each supervisor should take overall charge of the whole teaching process of graduation thesis (design). Supervisors should guide students to confirm thesis topics, clarify tasks, objectives and progress schedules, and provide relevant documents and information. 2. Supervisors should guide students to compile writing plans and thesis outlines, organize proposal defense, and put forward review suggestions on thesis proposals. 3. Upon completing the whole-process supervision, supervisors should provide objective, accurate and targeted comments and grades, affirming strengths and pointing out deficiencies. 4. Graduation theses (designs) should be reviewed by both supervisors and appointed reviewers. Only those with plagiarism similarity rate within the specified limit and double approval are eligible for defense. 5. Each college should conduct preliminary, mid-term and final inspections. The Teaching Quality Supervision and Evaluation Office should organize blind review and random sampling inspection.
Quality of Graduation Thesis (Design)	1. Graduation thesis (design) should contain complete and standardized title, Chinese and English abstracts and keywords, table of contents, acknowledgement, appendices and references. 2. The length should be appropriate with emphasis on originality. The plagiarism rate should not exceed the specified limit. The thesis should be written in compliance with university norms with fluent wording and no wrong characters. Punctuation marks and measurement units should be used accurately; drawings, block diagrams, tables and curves should meet national and engineering standards. 3. Science, Engineering and Medicine Category: The design is reasonable with correct theoretical analysis and calculation; experimental data is accurate and reliable. Students possess strong practical operation, analytical and computer application capabilities with rigorous structure and clear logical hierarchy. 4. Arts, Literature, Sports, Economics and Management Category: The thesis has distinct viewpoints and sufficient evidence. It demonstrates strong ability to



	analyze and summarize practical problems with solid, persuasive content, rigorous structure and clear logical reasoning.
Defense and Grade Evaluation	1. Each college should set up a graduation thesis defense panel led by college administrative leaders. Panel members should hold intermediate professional titles or above with no fewer than 5 members per panel. Supervisors should not serve as panel members for their own students. Experts from industries and public institutions are encouraged to participate in defense work. 2. After defense, each panel should determine student grades in accordance with unified university criteria (taking supervisors' preliminary evaluation as reference), which should be reviewed and verified by the college. The defense procedure should be scientific and standardized with in-depth questions; defense records should be truthful and complete. 3. Students should concisely elaborate the main content with prominent key points and clear logic, and answer questions accurately and fluently. 4. The final grade is composed of 50% supervisor evaluation and 50% defense panel evaluation. Grading should follow strict criteria with objective results and merit-based selection of outstanding theses.
Document Filing	In accordance with relevant university regulations, each college should archive graduation thesis (design) materials as required by the filing list and submit them to the Academic Affairs Office for permanent retention.



Chapter 7 Quality Standards for Assignments and Practice

Application of Evaluation Results: Evaluate teachers' ability in assignment design, targeted arrangement and timely feedback; examine students' learning attitude, academic performance and comprehensive ability.

Continuous Improvement: Help teachers understand learning outcomes and adjust teaching design dynamically; enable students to recognize deficiencies and formulate targeted improvement plans.

Evaluation Subjects: Teachers, peer teachers in teaching and research offices, students

Evaluation Frequency: Once per semester

Quality Standards for Assignments and Exercises

Primary Indicator	Secondary Indicator	Quality Standard
Attitude	Teachers' Attitude	Attach importance to assignment teaching; recommend reading lists and require reading notes and literature cards according to curriculum characteristics.
	Students' Attitude	Recognize the importance of assignments and complete tasks earnestly.
Design	Type	Diversified forms including reading, experiment, operation, research and social practice.
	Content	Cover comprehensive knowledge and key difficult points in line with course syllabus; focus on ability cultivation.
	Difficulty	Match classroom teaching with progressive difficulty design.
	Quantity	Appropriate assignment quantity evenly distributed throughout the semester.
Arrangement	Requirements	Put forward clear completion standards and time limits; advocate 100% correction rate with timely error revision.
	Record	Keep detailed correction records and accurate grade registration.
Feedback	Timeliness	Conduct timely summary and comment based on assignment



Primary Indicator	Secondary Indicator	Quality Standard
		correction.
	Appropriateness	Summarize common errors and excellent learning methods to promote overall academic improvement.

Note: Each college may adjust these quality standards appropriately according to disciplinary and professional characteristics and actual conditions.



Chapter 8 Quality Standards for Course Assessment

Application of Evaluation Results: Course assessment is a core part of teaching administration with functions of evaluation, detection, diagnosis and feedback. These standards standardize proposition, paper marking, grade management, paper analysis and filing, and promote the standardized development of curriculum construction and teaching reform.

Continuous Improvement: Colleges should conduct self-inspection and the university organizes random inspection; rectification should be required for identified problems with feedback of rectification results to administrative departments. Teachers should complete course objective achievement analysis after each semester and formulate targeted continuous improvement measures.

Evaluation Subjects: Teachers, colleges

Evaluation Frequency: Once per semester

8.1 Proposition Principles and Requirements

8.1.1 Principles

Proposition should be based on talent training programs and course syllabi, focusing on knowledge mastery, ability cultivation and quality improvement; implement separation of teaching and examination and unified proposition for courses with the same syllabus.

8.1.2 Requirements

1. Proposition content and scope should be based on the knowledge content, ability cultivation, and support for course objectives specified in the course syllabus.
2. Test questions should be rigorously worded, clear and unambiguous, accurate and concise, without typos, with accurate necessary data and materials.



3. Appropriate coverage, quantity and difficulty of test questions with certain discrimination.

4. Two sets of homogeneous and equivalent papers (Set A and Set B) should be prepared for the same course, one for normal assessment and the other for normal make-up examination.

5. The full score of each paper is 100 points; the question repetition rate between Set A and Set B and between the assessment papers of the same course in the past two years should not exceed 10%.

6. Each paper should generally have no less than four question types.

7. The number of sub-questions, sub-question scores, and total score of each major question should be indicated after the question stem.

8. The paper template should be subject to the *Test Paper and Answer Sheet Style* provided by the Academic Affairs Office, with sufficient answer space reserved.

9. Proposition teachers should submit Set A and Set B papers with corresponding reference answers and scoring standards four weeks before course assessment. Papers must be reviewed and approved by the college teaching committee before examination, and colleges should keep records of paper review.

8.2 Paper Marking and Score Management

1. Teachers should mark papers fairly and scientifically based on reference answers and scoring standards, with accurate evaluation and well-founded scoring.

2. Red water pens should be used for paper marking with clear marking traces.

3. Scores should be written in Arabic numerals at each question, only positive scores are allowed; "0" should be marked for no score. The total score of each major question should be accumulated and recorded in the "Score" box before the major question.



4. Objective questions should be marked with "√" for correct and "×" for wrong; subjective questions should be marked according to scoring standards by knowledge points or steps, with scores written on the right side of students' answers without correct/wrong symbols; the total score of each question should be marked with a "○" symbol under the question number for easy summation.

5. Marking teachers and score checking teachers should sign their names in the "Marker" and "Checker" columns of answer sheets one by one.

6. For unified proposition courses, paper marking should be conducted collectively by the course team in the designated place of the college or course team with streamlined operations.

7. Recheck should be conducted after marking; timely correction should be made for missing marking, missing recording, or total score errors. When modifying scores or total records on answer sheets or score registration forms, marking teachers or total score personnel should sign at the modification place and indicate the modification date.

8. Course scores should generally be calculated by the proportion of process assessment scores (usual scores, mid-term scores, experimental scores) and final assessment scores, determined by the assessment methods and corresponding weights in the course syllabus. Usual scores and final scores are necessary components of course scores.

9. In principle, process assessment scores account for 30%~60%, and final assessment scores account for 70%~40%. For courses with special requirements on score weights, applications should be submitted by teachers (course team), discussed and approved by all teachers teaching the course, and examined and approved by the course-affiliated unit before implementation.

10. Usual scores should take into account students' learning effectiveness and attitude, generally including classroom performance, assignments, quizzes, papers, reports, etc.



Experimental scores of experimental courses should not be double-counted in usual scores of theoretical courses.

11. Teachers should keep corresponding records of the basis for usual score evaluation, which should be submitted to the offering unit after the course for teaching archive reference.

12. Teachers should input course scores into the educational administration management system within the specified time after assessment. For failure to complete score recording within the system opening time due to special reasons, a written explanation should be submitted, approved by the teaching leader of the course-affiliated unit, and submitted to the Academic Affairs Office for approval and filing. Failure to record scores timely without approval should be recognized as a teaching accident in accordance with school regulations.

8.3 Paper Analysis and Filing

1. Paper analysis should be conducted for all courses assessed by papers except comprehensive education elective courses.

2. Combine paper analysis with course objective achievement analysis. Teachers should write the *Course Objective Achievement Analysis Report* based on the evaluation results of course objective achievement, carefully analyze and summarize the actual effects of each teaching link, find out the shortcomings of course teaching, and formulate a continuous improvement plan for course teaching.

3. All paper materials of examination courses should be filed, and the filing work should be the responsibility of the offering college.

4. Paper filing should be conducted by semester and teaching class. Final examination paper filing should be completed before the start of the next semester, and make-up examination paper filing should be completed within four weeks of the next semester; filed papers should be stored in a designated location for six years.



5. All filed materials should be bound and stored with special paper for course examination paper filing at Jiujiang University. The order of filed materials for final examination is as follows:

- (1) Approval Form for Rationality of Course Objective Evaluation
- (2) Sealing Paper for Final Examination of Jiujiang University
- (3) Blank Test Paper
- (4) Students' Test Papers
- (5) Reference Answers and Scoring Standards
- (6) Students' Usual Score Registration Form
- (7) Students' Score Report
- (8) Course Objective Achievement Analysis Report

The order of filed materials for make-up examination at the beginning of the semester is as follows: (1) Blank Test Paper (2) Students' Test Papers (3) Reference Answers and Scoring Standards

8.4 Others

1. These standards apply to all courses assessed by papers except comprehensive education elective courses. Courses assessed by experiments, oral examinations, papers, skill tests, etc. should refer to these standards for proposition, score evaluation, and document filing.

2. If any provision of these standards is inconsistent with disciplinary, professional, or course requirements, each college may formulate implementation rules and file them with the Academic Affairs Office before implementation.