**Exemplary Documents for the 15-Topic Model**

**Table 1**

*Exemplary Documents for the 15-Topic Model*

|  |  |
| --- | --- |
| Topics | Exemplary Document with High-Probability Words in Bold |
| Topic 1 Internship-Based Assessments | The teaching assessment is carried out in the form of a school-**enterprise** dual assessment model, a combination of process assessment and summative assessment; students' on-the**-job internship** results are composed of on-the**-job internship weekly** **records** (accounting for 30%) and on-the**-job internship summary** **reports** (accounting for 20%), **appraisal** of **internship enterprises** (accounting for 50%). |
| Topic 2 Project Design | Adopting a five-level system, it aims to assess students' **design** **ability** in combining the construction of network systems with the actual **application** of website services. The content requirements cover network system integration and the **application** of cloud computing or information security **knowledge** systems. At the same time, students' **document writing**, **teamwork** spirit and **display ability** are also assessed. The grade distribution ratio is as follows: paper **documents**: 30%; **demonstration** and **defence** 20%; project **organization** and technical realization **ability**: 50%. |
| Topic 3 Final Scores | Assessment method: The assessment of the course is divided into three parts: process assessment, **experiment** and **final** assessment. The **comprehensive** grade of the course = the **final** paper test **score** × 40% + the **process** assessment **score** × 30% + the **experimental score** × 30%. |
| Topic 4 Skill Credentials and Awards | It is necessary to strengthen the **quality** control of the teaching process and reform the **standards** and methods of teaching assessment. The assessment content of students' **academic** assessment should take into account the aspects of cognition, **skills**, emotion, etc. The assessment should reflect the diversification of assessment **standards**, assessment subjects, assessment methods, and assessment processes, such as observation, oral tests, written tests, **job**-operation, **professional** **skills** **competitions**, and  **professional** **qualification appraisal**. Third-party assessment are encouraged. |
| Topic 5 Group Projects | This software **training** assessment is mainly divided into two aspects, one is **group** assessment and the other is **individual** assessment. The final assessment result of each training student = **group** assessment × 70% + **individual** assessment × 30%  The total **group** assessment score of each **project** development team consists of the **project achievement** score (80%) and the **project review** score (20%).  **Project achievement** points: The development **stage** document results and **source** code submitted by each **project** development **team** will be **reviewed** by the **jury** and will be regarded as the **project** **achievement** points. The scoring **criteria** for **project** **achievement** points include three aspects: layout **design**, technical characteristics and staged results.  **Project review** score: In order to assess the **comprehensive** quality of each **project team**, each **project team** must state its own **plan**, and then each **jury** will ask questions on the **spot** according to the **situation** of each **project** **team**, and then the **jury** will score according to the answers. The **individual** scores are mainly composed of the **project** **leader**'s assessment score and the **team members**' **peer** assessment score. |
| Topic 6 Internship-Based Grading System | Implement the school and hospital instructors' guidance, and diversified assessment methods: 30% of the process assessment + 40% of the review assessment + 30% of the defence assessment. Comprehensive assessment grade: **excellent** (85-100 points), **good** (70-84 points), **qualified** (60-69 points), **unqualified** (below 60 points). |
| Topic 7 Assessment Purposes | This course implements a combination of **process** assessment and **summative** assessment. The **process** assessment score accounts for 30%, and the **summative** assessment score accounts for 70%. The **summative** assessment is divided into **theoretical** assessment (40%) and **practical** assessment (30%). |
| Topic 8 Online and Offline Assessments | 1. Course assessment: The teaching assessment of this course is a combination of process assessment (accounting for 40% of the total grade) and **fina**l assessment (accounting for 60% of the total grade).  (1) Process assessment: **Offline** assessment includes three aspects: learning discipline, learning **attitude**, and classroom presentation, each accounting for 25%, 25%, and 50% of the weight. **Online** assessment includes **process** learning (learning time in cloud classroom, asking questions, submitting **homework**), unit test, and passing the course-completion **online** exam, each accounting for 50%. Process assessment = 50% **offline** assessment (study discipline + learning **attitude** + classroom presentation) + 50% **online** assessment (**process** learning + **passing** exams).  (2) **Final** assessment: **closed-book** examination. |
| Topic 9 Assessment Content | Emphasis is placed on the study and mastery of **theoretical** **knowledge**, as well as the development of **practical operation** and hands-on **ability**. This avoids the disadvantages of rote memorization and is conducive to **training** students' **comprehensive** **quality**, hands-on **ability**, flexible grasp and **ability** to **analyse** and **solve** **problems**. |
| Topic 10 Simulations | This major adheres to the combination of formative assessment and summative assessment, internal assessment and external assessment, student assessment and teacher assessment, and mainly adopts **written** examination, **oral** examination, **practical** **operation**, **practice** (training) report and other forms of assessment. Public compulsory courses are arranged by the college and assessed in the form of **written** examinations. Professional compulsory courses are generally assessed in the form of **written** examinations or **practical operations**. **Practical** teaching sections should generally be assessed in the form of **practical operations**, training (**practice**) reports, etc. Public elective courses and professional elective courses are assessed in the form of **written** and **oral** examinations. |
| Topic 11 Self and Peer Assessments | The assessment for each unit is: learning outcomes (60%) + **professional** **quality** (time compliance 20% + solidarity and cooperation 10% + language **ability** 10%).  Subject of assessment: teacher assessment (40%) + within-group **peer** assessment (50%) + student **self**-assessment (10%) (for each within-group **peer** assessment, the upper limit of 90 points is within 10%).  Total course grade: (assessment score of each unit × unit credit hours)/total credit hours of the course. |
| Topic 12 Coursework and Final Exams | Assessment method: **computer**-based test  The results of the examination class are **comprehensively** assessed by the examination results and the **usual** grades;  (1) The **usual** grades account for 40%, in the form of: the **usual** grades include (**homework**, **attendance**, classroom **performance**, **mid-term** test and other sections. If the **absenteeism** rate **exceeds** 1/4 of the teaching hours of the course, the one-**vote veto** system will be implemented for examination disqualifications, etc.).  (2) Exam results account for 60%; |
| Topic 13 Experiments | Theoretical part: 40% of the total score. Establish a test **question** bank, randomly select **questions** from the **question** bank to compose a **closed-book** test;  Practical part: 50% of the total grade, including **experimental report**, **operation**, and final **operation** examination;  Usual grades: 10% of the total grade, including **attendance**, **answering questions**, **homework** completion, etc. |
| Topic 14 IPE | The content of the assessment includes:  Learning **attitude** and **comprehensive quality** **performance**, focusing on examining students' **ideals** and **beliefs**, **value orientation**, **political beliefs**, and **social responsibility**;  **Knowledg**e and **skills** assessment, focusing on examining the mastery of **knowledge** and **skills**;  The total grade is composed of the **final** examination grade (60%) + the **usual** grade (40%)  Final Exam: **Closed** **Book** Exam |
| Topic 15 Formative Assessments | **Professional** **skills** courses: The assessment of professional skills courses adopts a learning assessment mode that combines **online** learning with classroom participation, practical **training** assessment and **theoretical** examination, and **formative** assessment and summative assessment. Online learning accounts for 30%, mainly including: **online** check-in, **online** course learning, and **online** discussion and interaction; classroom **participation** accounts for 20%, mainly including: classroom **attendance**, in-class Q&A, and homework; **practical training** assessment accounts for 30%, mainly including: **skill** assessment; **theoretical** examination accounts for 20%; **formative** assessment consists of **attendance**, **homework** (**experimental** **report**), classroom **participation** (including **online** test), **formative** assessment (including **skills**), etc. In principle, it does not exceed 50% of the total score (Among them, **attendance** does not exceed 10% of the total score); the summative assessment consists of **theory** examination, **skill** assessment, project demonstration and **defence**, and in principle, it does not exceed 60% of the total score. |