

## 2.4 Assessment details: examples

### Example 2.4.1

#### *Assessment criteria for discussion board*

Criteria 1: Active Participation throughout the semester (number and continuity of contributions)

- Search and print out your discussion board record with title and date

Criteria 2: Use of appropriate computer mediated communication protocols

- Ability to follow threads
- Can attach documents
- Can compose messages when appropriate
- Can post correctly to topic or forum

Criteria 3: Collaborative learning

- Demonstrates reading of other contributions either by commenting or adding to other postings
- Encourages others to respond because of the nature of the contribution (e.g. posing questions, provocative statements, widens debate)
- Fail = no attempt to be collaborative, just posts textbook answer or 'I agree with everyone' with no further collaborative approach
- Pass = makes attempt to be collaborative not just 'I agree with everyone else'
- High Distinction = effective engagement (e.g. # responses or style of language), summary of previous discussion points, provocation to encourage debate.

Criteria 4. Application of theory

- Demonstrates ability to apply theory in other situations (e.g. at work, family, group, uni)

Criteria 5. Appropriate analytical annotations

Demonstrates ability to plan and analyse postings to ensure incorporation of theories, collaborative comments

### Example 2.4.2

#### *Assessment criteria for class participation*

##### **Class participation (10%)**

At the end of the semester each student will be allotted a participation mark. It is worth 10% of the overall assessment to encourage your active participation to promote your own and your class learning. Being able to contribute to group learning and solving problems with others is an attribute employers value highly.

The criteria to be considered in calculating the participation mark are:

Quality of contribution	Relevance, contribution to understanding, critical analysis, clarity of contribution, originality, comparative insight, consistency of valuable contribution, evidence of learning in the unit of study
Contribution to group climate	Not domineering. Passivity and brevity of comment. Facilitation of further discussion.
Courtesy and tact	Respect for peers and lecturer
Attitude to learning	Interest, attentiveness in class

### Example 2.4.3

#### *Generic Grade Descriptors (Undergraduate)*

**Fail:** The student's performance fails to satisfy the learning requirements specified.

**Pass:** The student's performance satisfies all of the basic learning requirements specified and provides a sound basis for proceeding to higher-level studies in the subject area. The student's performance could be described as satisfactory or adequate or competent or capable in relation to the learning requirements specified.

**Credit:** The student's performance, in addition to satisfying all of the basic learning requirements specified, demonstrates insight and ability in researching, analysing and applying relevant skills and concepts. The student's performance could be described as better than satisfactory or adequate or competent or capable in relation to the learning requirements specified.

**Distinction:** The student's performance, in addition to satisfying all of the basic learning requirements, demonstrates distinctive insight and ability in researching, analysing and applying relevant skills and concepts, and shows a well-developed ability to synthesise, integrate and evaluate knowledge. The student's performance could be described as distinguished in relation to the learning requirements specified.

**High Distinction:** The student's performance, in addition to satisfying all of the basic learning requirements, demonstrates distinctive insight and ability in researching, analysing and applying relevant skills and concepts, and shows exceptional ability to synthesise, integrate and evaluate knowledge. The student's performance could be described as outstanding in relation to the learning requirements specified.

### Example 2.4.4

#### *Examples of assessment submission procedures*

- The Faculty cover sheet (individual or group) must be attached for all essays
- Make sure you check for matched phrases (e.g. 'Check your assignment' within the Academic Honesty module on Blackboard) and appropriately reference or paraphrase
- Comply with all relevant Faculty policies and procedures e.g. special consideration, extensions, appeals, academic honesty, plagiarism

Submit your hardcopy at your tutorial in week 8 and submit an electronic version to Blackboard by midnight Thursday.