

Meeting the Assessment Marking Criteria and/or the Marking Guide

Why are marking criteria important?

Every assessment has Marking Criteria and/or a Marking Guide that shows both the student and the educator what is expected in the assessment. The educator will use the marking criteria to decide on the grade for your assessment. It is important that you familiarise yourself with the marking criteria before starting your assessment. As you write it is also useful to compare your work with the marking criteria to ensure you are using the word count to maximise your grade.

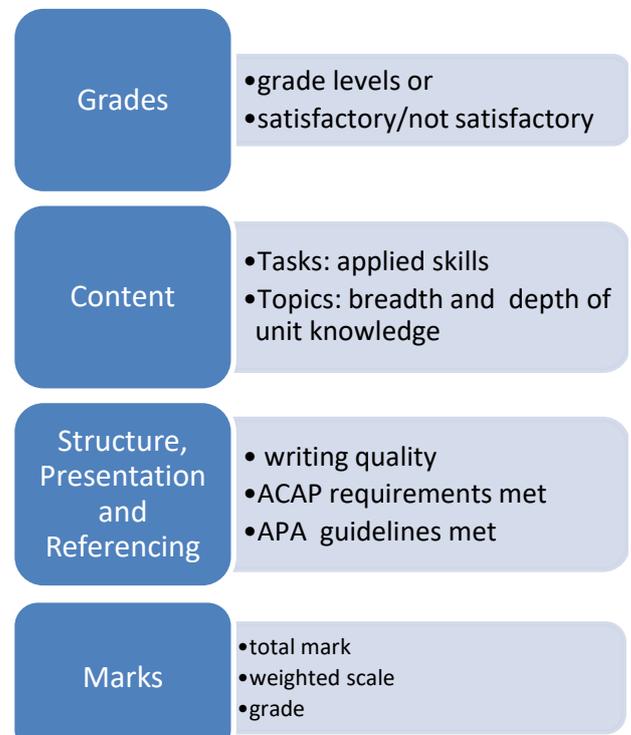


Where are marking criteria located?

Assessment details can be found either in the Unit Outline and/or in the Class Space. Marking criteria are usually located in a table after the assessment description. Marking Guides are usually located in the unit Class Space in the Assessment Information sections. Assignments and their marking criteria are developed to align with the learning outcomes for each unit. It is important to locate assignment information and the marking criteria for each unit early in the trimester so your time and efforts are also aligned to the assessment requirements.

A Marking Criteria Table may be structured as shown in the figure. The Content section identifies the topics and how they should be addressed. The Structure, Presentation and Referencing section covers the expectations for presentation, formatting, and writing. **A Marking Guide** may include similar information to a marking criteria table but it is written in bullet point format.

Common structure for a marking criteria table



Sample Marking Criteria Table: Please note that marking criteria are developed to align with each unit of study and vary accordingly.

*HD: High Distinction;
D: Distinction; C: Credit;
P: Pass; NA: Did Not Achieve Learning Outcomes

Content criteria may consist of both task and topic instructions:
Task: **define accurately**
Topic: **relevant terms and concepts**

Grades *	HD	D	C	P	NA
Content					
1. Define terms and concepts accurately					
2. Describe the context of the event					
3. Evaluate the facilitator's use of active listening skills; include verbatim examples					
4. Reflect on and discuss your own response to this event.					
5. Demonstrate knowledge and skills in integrating current literature and authoritative sources though the essay					
Structure, presentation and Referencing					
1. Introduction, main ideas, argument, development and conclusion clearly and logically presented					
2. Relevant research and scholarship literature used appropriately to support claims					
3. Correct academic writing style used, including correct spelling, grammar and punctuation					
4. Presentation guidelines followed as specified in the learning support website					
5. In-text referencing and reference list follows APA referencing style					
6. Word count is within + or - 10% of requirement					
No	Yes				
Total mark:					
Weighted scale: /100					
Grade: /50					

Use both theory and verbatim to inform and support your evaluation.

Criteria 5 means you are required to provide evidence and refer to relevant theory throughout the assignment.

An introduction, body paragraphs and a conclusion form the basic **structure** of most assignments. Ideas within this structure need to be organized into a logical sequence.

Sources are accurately paraphrased and acknowledged.

Formal language is used; claims use objective language; the use of first person (I & we) is used cautiously.

See the presentation guide on the SLS website:
<http://sls.navitas-professional.edu.au/presentation-guidelines-apa-style>
Make sure to follow any other instructions your Educator has provided.

See these websites for current and accurate information: APA
<http://www.apastyle.org/>
and the Navitas Library:
<http://libguides.navitas.com/referencing>

Check with your educator to confirm whether the cover page, reference list, contents page, appendices etc will be counted. Verbatim and in-text references are usually counted.