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|  | **Fail (>50)** | **Pass (51-64)** | **Credit (65-74)** | **Distinction (75-84)** | **High Distinction (85+)** |
| **Development Process** | Student is unable to identify overall or key moments of their ideas. They cannot explain why or how evolutionary moments matter. | Student is able to identify that they have made developments throughout in their ideas. They are able to identify that key evolutionary moments exist but cannot explain why or how they matter. | Student is able to describe the overall development of their ideas. They are also able to accurately identify and describe key evolutionary moments. | Student is able to think through or compare and contrast the development of their ideas. They are able to accurately make sense of key evolutionary moments. | Student analyses the development of their ideas. They compare and contrast key moments and are able to justify why these evolutionary moments matter [in future practice]. |
| **Reflection** | Student is unable to identify core key themes and issues throughout their work. | Student is able to identify core key themes and issues throughout their work but not why it matters. | Student is able to identify and describe core themes and issues in their work but it is not integrated throughout the process journal. | Student is able to make sense of their successes or setbacks. They are also able to compare and contrasts various themes and issues in their work. | Student is able to reflect on successes and setbacks as well as demonstrate insight about themes and issues that emerged in their work and is able to identify improvements for future practice. |
| **Creativity** | The work does not use an effective method for creating/making [object here]. There is little evidence of a student perspective with respect to [the object or project]. | The work replicates a straightforward method of creating/making [object here]. The perspective is not particularly innovative and does not add anything to [the object or project] at hand | The work demonstrates a straightforward method of creating/making [object here]. There is evidence of exploration of ideas and an innovative perspective and it enhances the work. | The method is creative and enhances the outcomes. There is evidence of exploration of ideas and consideration of alternatives. The work uses a unique perspective in creating/making [object here]. | The work is innovative and noteworthy for its application of a unique method of creating/making [object here]. The student’s perspective enhances the overall [object or project] and is thus essential to [object or project]. |