Canterbury Christ Church University

CCCU Assessment grading criteria: Foundation Year / Level 0

CRITERION 19-0	100-80 %	79-70 %	69-60 %	59-50 %	49-40 %	39-20 % Fail	19-0 % Fail
PRESENTATION AND STYLE							
Coherence and organisation of assignment	Effective logical organisation and coherence which fulfil the assignment objectives.	Demonstrates logical organisation and coherence.	Demonstrates competent organisation.	Demonstrates generally competent organisation.	Shows reasonably competent organisation, with some incoherence at times	Poorly presented and structured but partially understandable.	Disorganised and/or incoherent.
Clarity of expression (incl. accuracy, spelling, grammar, punctuation	Fluent writing style appropriate to the assignment. Grammar and spelling accurate.	Language fluent. Grammar and spelling mainly accurate.	Language generally fluent. Grammar and spelling mainly accurate.	Meaning clear, but language not always fluent. Grammar and/or spelling contain errors.	Generally understandable, but language contains errors which detract from the argument.	Meaning often unclear and/or frequent errors in grammar and/or spelling.	Meaning unclear. Poor spelling, grammar and punctuation.
Communication and presentation (appropriate to discipline)	Effective communication which demonstrates a strong understanding of the discipline.	Good communication in a format appropriate to the discipline.	Communication is effective and in a format appropriate to the discipline.	Communication is generally effective and shows awareness of the discipline's academic style.	Generally clear but limited evidence of discipline's academic style.	Communication is unstructured and unfocused and/or in a format inappropriate to the discipline.	Communication is disorganised and/or incoherent and/or shows no understanding of the discipline.
Presentation (visual)	Message is presented clearly and imaginatively with strong visual impact.	Presentation is clear and has strong visual impact.	Presentation is clear and has some visual impact.	Presentation has a generally sound structure and visual tools are used effectively.	Visual aspect and/or structure of presentation is adequate but limited.	Presented in a disorganised manner. Lacks appropriate support from visual tools.	Presentation is disorganised and/or incoherent and/or medium is non-visual.
Presentation (oral)	Presentation is well structured, engaging and confident. Audibility and pace are excellent.	Presentation is well-structured and engages the audience. Pace and audibility are very good.	Presentation is well structured and attempts to engage the audience. Pace and audibility are effective.	Presentation has a generally sound structure. Pace and audibility are satisfactory most of the time.	Pace, audibility and/or structure of presentation are adequate but limited.	Delivery is disorganised and/or pace and audibility are poor.	Presentation is not understandable and/or inaudible and/or not an oral presentation.
CONFORMING TO INSTRUCTIONS							
Attention to purpose	Addresses the full purpose of the assignment, occasionally with some creativity.	Addresses the main purpose of the assignment effectively.	Generally addresses the main purpose of the assignment.	Some of the work is focused on the aims and themes of the assignment.	Adequate but limited engagement with the main purpose of the assignment	Mostly fails to address the task set.	Fails to address the task set.
Referencing	Sources used are acknowledged in the text and reference list and used effectively to support discussion. Referencing follows an approach appropriate to the discipline. All elements of individual references are present.	Sources used are acknowledged in the text and reference list and used to support discussion. Referencing follows an approach appropriate to the discipline. All elements of individual references are present.	Sources used are acknowledged in the text and reference list. Referencing follows an approach appropriate to the discipline. Most elements of individual references are present.	Most sources used are acknowledged in the text and reference list. Referencing generally follows an approach, appropriate to the discipline. Most elements of individual references are present.	Some attempt to cite sources in the text but contains inaccuracies, inconsistencies and/or omissions. Integration between text and reference list is inconsistent. Some elements of individual references contain errors.	Citations of sources in the text are inconsistent, inaccurate and/or incomplete. Entries in the bibliography/reference list are incomplete and/or absent.	Little or no acknowledgement of sources of information in text and/or reference list.
Clarity of objectives and focus of work	Defines appropriate objectives and addresses them coherently throughout the work.	Outlines appropriate objectives and addresses them in a manner which gives a clear focus to the work.	Outlines some appropriate objectives and addresses them in a manner which gives a general focus to the work.	Uses generalised objectives to provide reasonable focus to the work.	Uses generalised objectives to provide adequate but limited focus to the work.	Objectives are not appropriate and/or clearly identified.	No objectives are identified and assignment lacks focus.
Addressing the question(s)	Addresses the purpose of the question(s) clearly, comprehensively and possibly with some creativity.	Addresses the purpose of the question(s) clearly.	Makes a sound attempt at addressing the question(s).	Makes an adequate attempt at addressing the question(s), but with some digression.	Some knowledge displayed which is only partially linked to the question(s).	Some knowledge displayed but not linked to the question(s).	Does not address the question(s).

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CONTENT AND KNOWLEDGE							
Content and range of knowledge displayed	Demonstrates a detailed, theoretically informed knowledge base of the basic underlying concepts and principles of the subject(s)	Demonstrates a broad, theoretically informed knowledge base of the basic underlying concepts and principles of the subject(s)	Demonstrates a solid l knowledge base of the basic underlying concepts and principles of the subject(s)	Demonstrates an adequate/reasonable l knowledge base of the basic underlying concepts and principles of the subject(s)	Demonstrates a basic/simple knowledge base of the basic underlying concepts and principles of the subject(s). May contain some errors and/or omissions.	Demonstrates insufficient knowledge base of the basic underlying concepts and principles of the subject(s). Contains substantive errors and/or omissions.	Little or no relevant knowledge included.
Use of literature / evidence of reading	Evidence of independent reading from a fairly wide range of appropriate sources. Clear, accurate, systematic application of material. Shows developing ability to appraise material critically.	Evidence of independent reading from a range of appropriate sources. Literature is consistently well applied with some critical insight	Evidence of some independent reading from appropriate sources. Literature is generally well applied.	Evidence of reading from essential sources. Literature is presented in a descriptive way.	Evidence of reading from limited sources only. Literature is presented in a very descriptive way.	Very limited evidence of reading and/or inappropriate sources used and/or engagement with the literature very superficial.	Little or no relevant engagement with the literature.
Quality of sources used	Uses a balanced combination of primary and higher quality secondary sources.	Mostly uses higher quality secondary sources, with some use of primary sources.	Mostly uses appropriate secondary sources, with some limited use of primary sources.	Uses appropriate secondary sources, with some limited use of primary sources.	Uses a limited number of pre-defined sources.	Makes some use of appropriate sources, but also draws upon unreliable and/or inappropriate sources.	Uses unreliable and/or inappropriate sources.
Knowledge and application of theory	Shows a systematic and accurate understanding of key theories, which are consistently and appropriately applied within the context of the assignment task.	Shows an accurate understanding of key theories, which are appropriately applied within the context of the assignment task.	Good knowledge of key theories with appropriate application.	Sound but descriptive knowledge of key theories with some appropriate application.	Selection of theory is satisfactory but application and/or understanding limited.	Knowledge of theory inaccurate and/or incomplete. Choice of theory inappropriate. Application and/or understanding very limited.	Absence of relevant theoretical content and/or use of theory.
THINKING / ANALYSIS / CONCLUSION							
Conclusions	Conclusions show critical insight and development of thinking. They relate clearly and logically to evidence / theory / literature.	Logical conclusions are drawn which show some critical insight and are clearly derived from evidence / theory / literature.	Generally sound conclusions are drawn which are supported by evidence / theory / literature.	Some relevant conclusions are drawn which are derived from limited understanding of evidence / theory / literature.	Limited but partially effective attempt to draw together arguments.	Limited or ineffective attempt to draw together arguments.	Lack of conclusions, or unsubstantiated / invalid conclusions drawn.
Analysis	Makes very good use of pre-defined techniques of analysis relevant to the discipline. Shows developing ability to compare alternative theories / analytic approaches (where relevant).	Makes effective use of pre-defined techniques of analysis relevant to the discipline. Shows some awareness of alternative theories / analytic approaches (where relevant).	Makes fair / conventional use of pre-defined techniques of analysis, relevant to the discipline.	Makes satisfactory but limited use of pre-defined techniques of analysis, relevant to the discipline.	Attempts to use pre-defined techniques of analysis, relevant to the discipline, with only partial success.	Attempts at analysis ineffective and/or uninformed by the discipline.	Lacks any analysis.
Critical reasoning	Demonstrates considerable critical insight and ability to contrast alternative positions through the use of theory.	Demonstrates critical insight and some ability to contrast alternative positions through the use of theory.	Demonstrates some conventional critical insight and recognises alternative positions.	Demonstrates limited critical insight. Some recognition of alternative positions.	Demonstrates very limited critical insight. Very partial recognition of alternative positions.	Critical thought / analysis very limited and / or incoherent.	No evidence of critical thought.

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METHODOLOGY/IES							
Selecting research methods (Relationship between method chosen and the nature of the inquiry)	Methodology selected is effective and appropriate to the aims and objectives of the task and a good rationale for its selection is provided.	Methodology chosen is appropriate to the task and attention given to the selection of a methodology from the range of prescribed ones.	Methodology used is appropriate to the task and brief rationale offered makes reference to established guidance.	Choice of methodology is generally appropriate to the task with a limited rationale offered.	Choice of methodology is reasonably appropriate to the task, with some exceptions, with a very limited rationale offered.	Choice of methodology and relationship to information / data being collected is confusing and unhelpful.	Issue of methodology not addressed and/or inappropriate methodology used and/ or little planning used to complete the task.
Applying / theorising	Information / data is organised using structures and processes provided to reorganise existing knowledge in standard formats to answer given question(s).	Information / data is organised using structures and processes provided to answer given question(s).	Information / data is collected and analysed to form valid conclusion(s).	A reasonable attempt is made to collect and analyse information/data to form valid conclusion(s).	Some attempt is made to collect and analyse information/data to form largely valid conclusion(s).	Incomplete attempt to formulate conclusion(s) based on the information gathered.	Information / data is poorly organised and is not analysed to develop conclusion(s) or generate valid ideas.
Evaluation of process and the quality of information / data developed	Effectively evaluates information / data and the inquiry process, including critique of the techniques used.	Effectively evaluates information / data and the inquiry process using prescribed guidelines.	Shows reasonably competent evaluation of the inquiry methodology and information / data generated.	Shows sound, basic evaluation of the inquiry methodology and information / data generated.	Shows limited evaluation of the inquiry methodology and information / data generated.	Evaluation of process and the information / data is incomplete.	Limited or no attempt to evaluate either process or outcomes.
PRACTICAL / INTERPERSONAL SKILLS							
Work within a framework of professional values / code of conduct	Develops objectives which are consistent with professional values / code of conduct and appropriate to the clientele.	Develops objectives which are consistent with professional values / code of conduct and generally appropriate to the clientele.	Uses objectives which are consistent with professional values / code of conduct but are set by the clientele. Limited consideration of appropriateness and practicability.	Mostly uses objectives which are consistent with professional values / code of conduct but are set by the clientele. Very limited consideration of appropriateness and practicability.	Objectives used show an awareness of the needs of clients and professional values / code of conduct but these are sometimes inconsistently reconciled.	Inadequate attempt to ascertain needs of clientele and develop a workable brief. Limited use of professional values / code of conduct frameworks.	No attempt to ascertain needs of clientele and develop a workable brief. Fails to work within the prescribed professional values / code of conduct framework.
Information gathering / processing	Selects appropriate information and processes it effectively.	Selects mostly appropriate information and processes it adequately.	Selects some appropriate information and processes it adequately.	Selects some appropriate information and processed it with reasonable success.	Selects some appropriate information but processed it with limited success.	Random information gathering. Inappropriate use of processing tools.	Fails to collect appropriate data in any systematic way.
Creative process	Creative work shows well-developed imagination and technique. Processes involved are manipulated to achieve creative results. Personal style makes its mark on models and moulds influences with originality and style.	Creative works shows interesting imagination and technique. Processes involved have creative application and outcomes. Personal style makes its mark at times in work which shows some original application and adaptation of models.	Creative works shows some imagination and technique. Processes involved have some creative application and outcomes. Personal style makes its mark at times in work which shows some original application or adaptation of models.	Creative work shows a basic level of imagination and technique. Processes involved have little creative consequence. Personal style is lacking in favour of work which is derivative in origin.	Creative work shows a basic level of imagination and technique. Processes involved are not evident and personal style is lacking.	Undeveloped ideas and/or work with little creativity or technique. Minimal personal style or skill; little insight gained into effective working processes.	No evidence of progression. Skills and techniques remain undeveloped. No evidence of creativity or innovation.
Form and content in a practical context	Evidence of critically relating theory to practice. Demonstrates well developed ability to analyse, synthesise and experiment with relationships between form and content. Good evidence of some creativity. Technically and professionally competent in most respects.	Beginning to evidence some awareness of the relationship between theory and practice. Work tends to be conventional but show good ability to relate form and content. Some aspects of creativity present. Structure and content are relevant and approaching technical and professional competence throughout.	Evidence of an appropriate relationship between form and content. Limited presence of creativity. Moderate degree of technical and professional competence.	Reasonable evidence of understanding the relationship between form and content. Limited degree of technical and professional competence and creativity.	Some evidence of understanding the relationship between form and content. Very limited degree of technical and professional competence and creativity.	Little or no evidence of an understanding of the relationship between form and content. Lacks creativity and is technically poor.	Neglects to address the brief in any acceptable way.

Reflection (including self-criticism / awareness)	Confidently reflects on own strengths and weaknesses and the criteria by which such judgements are made. Prepared to interrogate received opinion, prejudices and value sets operating.	Able to evaluate own strengths and weaknesses and shows developing understanding of criteria for judgements. Prepared to question received opinion, prejudices and value sets operating.	Demonstrates a degree of autonomy and independence in evaluating / monitoring own contribution.	Is largely dependent on criteria set by others. Recognises own strengths and weaknesses.	Dependent on criteria set by others. Begins to recognise own strengths and weaknesses.	Limited self-awareness leading to poor judgement.	Distorted self-criticism leading to inaccurate view of the situation.
Reflective practice	Evaluates personal contribution and that of others to practice and develops plans of action	Able to evaluate own practice and that of others using a number of frames of reference. Considers alternative future actions.	Interpretation of practice draws on a number of frames of reference which inform decisions about further action.	Able to interpret own practice and that of others using prescribed frameworks. Identifies some further actions.	Mostly able to interpret own practice and that of others using prescribed frameworks. Only able to identify limited further actions.	Very limited interpretation of own practice and that of others restricting further action.	Incomplete interpretation of practice leading to insufficient action.
Independence / autonomy (including planning and managing learning)	Identifies learning needs and follows activities to improve performance. Is autonomous in straightforward learning tasks.	Shows a degree of autonomy and independence in planning learning and identifying appropriate learning resources.	Largely works independently. Accesses and uses a range of learning resources and support.	Undertakes clearly directed work independently. Uses the standard learning resources.	Demonstrates limited ability to work independently, but still needing guidance on methods and resources.	Demonstrates very limited ability to work independently, needing significant guidance on methods and resources.	Unable to work independently, needing significant guidance on methods and resources.
Self presentation / interpersonal skills	Adopts an effective style of self presentation, employing a range of interpersonal skills consistent with the individual's aims and appropriate to the setting(s).	Demonstrates flexibility in the style of presentation and interpersonal skills adopted which are appropriate to the setting(s).	Can adopt both a formal and informal style and uses basic interpersonal skills appropriately.	Adopts both a formal and informal style and uses basic interpersonal skills but not always matching the needs of the situation.	Shows awareness of different styles of self presentation and is willing to use them in different situations.	Limited self-awareness and /or interpersonal skills.	No obvious self-awareness and/or interpersonal skills.
Time management / self management	Meets deadlines. Plans well ahead. Sets self determined targets and contingency plans allowing sufficient time to receive and act on guidance.	Meets deadlines. Plans and monitors progress to allow sufficient time for development of the work.	Makes plans and implements them in a satisfactory manner to meet deadlines.	Meets important deadlines. Exhibits some limited evidence of planning.	Deadlines are acknowledged and time allocated is appropriate but not always adhered to.	Little evidence of attention to deadlines and time management.	Rarely meets deadlines. Appears unable to make and implement plans.
Interactive and group skills (including teamwork, negotiation, understanding group dynamics and empathy)	Interacts effectively within a learning group, giving and receiving information and ideas and modifying responses where appropriate.	Meets obligations to others (tutors and/or peers) providing contributions to support shared objectives. Recognises and assesses alternative options.	Shows awareness of the need for adopting a range of responses to interact effectively. Contributes effectively to group aims.	Shows awareness of the need for adopting a range of responses to interact effectively. Contributes reasonably effectively to group aims.	Uses basic interactive skills appropriately to contribute to the group aims.	Avoids working with others or does not contribute effectively to the group.	Does not contribute or disrupts the group.
Critical review (to be used in peer assessment)	Assesses / studies the work of others and judges against existing criteria, indicating possibilities for improvement.	Examines work of others and identifies its strengths and weaknesses using existing criteria.	Comments in general terms on the work of others.	Comments on the work of others using prescribed formats.	Comments on the work of others using very prescribed formats, not always in an appropriate manner.	Demonstrates limited ability to make reasoned comment on the work of others.	Appears unable to make reasoned comment on the work of others.
Initiative (taking action, independence)	Effectively assesses the needs of a situation and takes independent (and sometimes imaginative) action necessary to achieve goals. If in a group setting, recognises the needs and views of others.	Assesses the needs of a situation and takes action towards achieving goals. If in a group setting, shows some awareness of the needs and views of others	Where goals and methods are defined, will undertake tasks requiring some independence. If in a group setting, shows limited awareness of the needs and views of others.	Will act independently when selecting alternative strategies from those provided. If in a group setting, shows limited awareness of the needs and views of others.	Demonstrates limited ability to undertake tasks beyond those prescribed. If in a group setting, fails to take account of the needs and views of others.	Demonstrates limited ability to undertake tasks beyond those prescribed. If in a group setting, fails to take account of the needs and views of others.	Appears unable to undertake tasks beyond those prescribed. If in a group setting, fails to take account of the needs and views of others.
Decision making	Uses appropriate information to evaluate options. Selection of final outcome clearly derived from evaluation.	Uses available information to evaluate possible options. Final decision is clear and linked to the evaluation.	Recognises benefits and disadvantages of some possible options but provides limited clarity on rationale for final decision.	When decisions are made, a reasonably tenable, rationale for decisions is provided.	Rationale for decisions made is limited, and not systematically provided	Rationale behind the final outcome or choice is unclear or untenable.	Final outcome or choice is unclear or absent.