

MIS211: 2023 – Trimester 2 – Individual Assignment Marking Rubric						
	Unsatisfactory	Needs Improvement	Pass	Credit	Distinction	High Distinction
Critical Thinking & Research Foundations Supporting the Issue <i>Weighting: 25%</i> <i>Max: 5 Marks</i> <i>ULO: 1</i>	<p>The critical thinking and research necessary to underpin the premise and inform the development of a training artefact is not apparent.</p> <p>Clearly little to no effort has been applied to critically think through the aims and goals of the training artefact.</p> <p>The is no evidence of the use of applied educational or other frameworks or other examples utilised to inform the basis of the development and design of the training artefact.</p>	<p>There is little to poor applied critical thinking evident and research to support the premise of the training artefact.</p> <p>Clearly, more research was needed to inform the aims and goals of the training artefact and inform the critical thinking aspect of the training artefact.</p> <p>There is some apparent superficial use of educational or other frameworks or other examples to inform the research and development and design of the training artefact.</p>	<p>There is superficially applied critical thinking evident and basic research to support the premise of the training artefact.</p> <p>Clearly, deeper research was needed to inform the aims and goals of the training artefact and align with the critical thinking foundations of the training artefact.</p> <p>There is some apparent simplistic use of educational or other frameworks or other examples to inform the research and improve the development and design of the training artefact.</p>	<p>There is applied critical thinking evident and fundamental research scope research expertise further supports the premise of the training artefact.</p> <p>Clearly, informed research has informed the aims and goals of the training artefact and is align with the critical thinking fundamentals of the training artefact.</p> <p>There is apparent and considered use of educational or other frameworks or other examples to inform the research and guides the development and design of the training artefact.</p>	<p>There is applied critical thinking evident and fundamental research scope research expertise that tightly supports the premise and aim of the training artefact.</p> <p>Clearly, informed research supports the aims and goals of the training artefact and is highly aligned with the critical thinking elements of the training artefact.</p> <p>There is apparent and considered use of educational or other frameworks or other examples is informed the research and informs the underpinning development focus and design of the training artefact.</p>	<p>There is highly applied critical thinking evident and fundamental research scope research expertise that directly supports the premise and aim of the training artefact.</p> <p>Clearly, informed research supports the aims and goals of the training artefact and incorporates the highly aligned critical thinking aspects of the training artefact.</p> <p>There is evident considered use of educational or other frameworks or other examples is informed the research and informs the excellent development, focus and design of the training artefact.</p>
Structural Design & Delivery <i>Weighting: 25%</i> <i>Max: 5 Marks</i> <i>ULO: 1</i>	<p>The structural design of the training artifact’s message is not apparent or cannot be clearly interpreted from the training artefact.</p> <p>There is no structural logic to the training artefact’s message and therefore the delivery point is either obscure, ambiguous or of little relevance to the intended subject matter of the training artefact.</p>	<p>There is some superficial structuring applied to the training artefact’s message that required more thought to clarify the message and advice.</p> <p>The structural logic applied to the training artefact is limited resulting in a feeble delivery point for the message that lacks clarity relevant to the intended subject matter of the training artefact.</p>	<p>There is some simplistic structuring applied to the training artefact’s message that required more thought to focus the message and advice.</p> <p>The structural logic applied to the training artefact is somewhat limited resulting in a weak delivery point for the message that has some basic clarity relevant to the intended subject matter of the training artefact.</p>	<p>There is some considered structuring applied to the training artefact’s message that is evident in the focus the scope of the message and advice.</p> <p>The structural logic applied to the training artefact is good resulting in a steady delivery point for the message that has some clarity and is relevant to the intended subject matter of the training artefact.</p>	<p>There is definite structure in the applied design of the training artefact’s message that is evident in the tight focus relating to the quality of the message and advice.</p> <p>The structural logic applied to the training artefact is very good resulting in a consistent delivery point for the message that is clear and highly relevant to the intended subject matter of the training artefact.</p>	<p>There is excellent structure in the applied design of the training artefact’s message that is evident in the aligned focus relating to the high quality of the message and advice.</p> <p>The structural logic applied to the training artefact is excellent resulting in a consistent delivery point for the message that is clear and intrinsically relevant to the specific subject matter of the training artefact.</p>
Contextual Message <i>Weighting: 25%</i> <i>Max: 5 Marks</i> <i>ULO: 1</i>	<p>The is no substance to the contextual message of the training artefact. The context is not established and is lost in the unfocused message of the training artefact.</p> <p>The contextual structure of the training artefact is not apparent in the message and does not build knowledge nor offer useable advice. The contextual message is confused and/or unfocused and offers little message relevance to the task of creating a training artefact.</p>	<p>There is little or poor contextual message within the training artefact. The context is superficial at best and not clearly apparent.</p> <p>The contextual structure of the training artefact is barely apparent in the message and required greater consideration to be of value. The contextual message remains unclear and not well developed requiring greater focus on the messaging goals of the training artefact.</p>	<p>There is some simplistic contextual messaging within the training artefact. The context is basic at best and not strongly apparent.</p> <p>The contextual structure of the training artefact is apparent in the message and required more emphasis to be of value. The contextual message remains basic and weak requiring greater focus on the messaging goals of the training artefact.</p>	<p>There is some considered contextual messaging within the training artefact. The context is relevant and could be strengthened to be more apparent and obvious.</p> <p>The contextual structure of the training artefact is apparent in the message and requires greater emphasis on the key values. The contextual message is evident but require scoping to establish the messaging goals of the training artefact.</p>	<p>There is a definite contextual message theme within the training artefact. The context is relevant and well-focused, apparent and obvious clarity evident.</p> <p>The contextual structure of the training artefact is focused clearly on the message and emphasises the key values. The contextual message clearly aligns with the scoping parameters of the messaging goals of the training artefact.</p>	<p>There is an excellent contextual message theme within the training artefact. The context is relevant and tightly focused, apparent, resulting in a clear, unambiguous and informative message.</p> <p>The contextual structure of the training artefact is excellent and clearly ali8gns on the message and emphasises the key values. The contextual message is clear and fundamentally aligns with the scoping parameters of the messaging goals of the training artefact.</p>
Audience Engagement <i>Weighting: 25%</i> <i>Max: 5 Marks</i> <i>ULO: 1</i>	<p>The message and advice provided by the training artefact is either non-existent or too high-level or technical in nature that the intended message is lost on the audience.</p> <p>Little to no consideration has been given to developing and tailoring the training artefact’s message to the intended audience.</p> <p>The training artefact is therefore irrelevant to the audience and of little to no informative value to the audience.</p>	<p>The message and advice provided by the training artefact is either overly unfocused or too high-level or technical in nature so that the intended message is not pitched at a level acceptable to the understanding of the audience.</p> <p>The training artefact has poor relevance or consideration as to how the audience might interpret or apply the message.</p>	<p>The message and advice provided by the training artefact is either simplistic or too high-level or technical in nature that the intended message needs adjusting to a level acceptable to the expectations of the audience.</p> <p>The training artefact has some basic relevance requiring more consideration to address how the audience might interpret or apply the message.</p>	<p>The message and advice provided by the training artefact has some relevance to the audience engagement. Although some adjustments are still needed, to develop an inclusive message that is of a level acceptable to the expectations of the audience.</p> <p>The training artefact has fundamental relevance requiring more consideration to draw in the audience and improve interpretation of the applied message.</p>	<p>The message and advice provided by the training artefact has clear relevance to the audience engagement. The information provided underpins and informs an inclusive message that is of a relevant to the expectations of the audience.</p> <p>The training artefact is relevant to the intended audience that is unambiguous and draws in the audience with alignment of alignment interpretation with the applied message.</p>	<p>The message and advice provided by the training artefact is excellent and exhibits high relevance to the audience engagement. Information provided underpins and informs an inclusive message that is highly aligned to the expectations of the audience.</p> <p>The training artefact is highly relevant to the intended audience and is unambiguous and draws in the audience with a strong alignment of audience interpretation with the applied message.</p>