

EST300 Assignment 1 Assessment Criteria

Marking Criteria	Fail (0-24)	Pass (25-32)	Credit (33-37)	Distinction (38-42)	High Distinction (43-50)
Critical analysis of advantages and disadvantages of classroom, system wide assessment and national testing.	<p>Not all three levels of assessment analysed.</p> <p>Assessment is briefly described, rather than analysed.</p> <p>Advantages or disadvantages not discussed.</p>	<p>Three levels of assessments discussed with limited critical analysis.</p> <p>Advantages and disadvantages discussed.</p>	<p>Three levels of assessments discussed with some attention to explicating what decision or rule guided the critical analysis.</p> <p>Advantages and disadvantages are analysed.</p>	<p>Three levels of assessments discussed with extensive critical analysis.</p> <p>Advantages and disadvantages critically analysed.</p>	<p>Analysis demonstrates a critical review of all three levels of testing with in depth comparison of advantages and disadvantages of all three.</p>
Draws on a range of sources to analyse and evaluate critical arguments about assessment policy and practice.	<p>Claims made without explicit literary reference from academic sources or authoritative policies.</p> <p>Limited use of unit learning materials inform analysis- the set text, readings, prior professional experience and the EST300 learning community.</p>	<p>Some relevant academic sources and policies referred to with limited explicit integration into the essay's analysis and evaluation.</p> <p>Limited evidence of consistently drawing upon EST300 learning materials and learning experiences.</p>	<p>Academic sources and policies referred to with integrated analysis informing an evidence-based evaluation. Explicit evidence of utilising EST300 learning materials and learning experiences to advantage.</p>	<p>Academic sources and policies referred to with explicit integration into both the analysis and the evidence-based evaluation.</p> <p>Insights demonstrably utilise EST300 learning materials and learning experiences.</p>	<p>Arguments fully supported by a breadth of academic sources that have been thoroughly integrated into both the analysis and the evidence-based evaluation. Conclusions demonstrably utilising EST300 learning materials, the set text and related professional learning experiences.</p>

<p>Essay presents work professionally, with clear academic writing and APA referencing style, within the word limit.</p>	<p>Presentation lacks structure; poor paraphrasing; over reliance on quotes; little evidence paper has been edited; poor expression makes essay difficult to read; terminology inappropriate; frequent spelling/typographic errors; over reliance on quotes; no or inaccurate reference list. Word limit not adhered to.</p>	<p>Generally clear presentation; paper has intro, body and conclusion; developed with student's voice; sentences coherent and grammatically correct; within word length; some typographic and /or spelling errors; generally accurate referencing; originality report detects some insignificant matches.</p>	<p>Well-structured with coherent presentation; effective grammatical expression; analysis well developed with student's voice and supported by literature and research; adheres to word length; uses appropriate terminology; minor typographic and /or spelling errors; mostly accurate referencing.</p>	<p>Presentation is innovative and/or informative; strengthened by relevant research; clear and concise structure; grammar and syntax mostly correct; essay is cohesive and easy to read within word length; discriminating use appropriate vocabulary; few typographic or spelling errors; consistently accurate referencing; balanced use of references.</p>	<p>Well-structured with innovative presentation; explicitly identifies the key issues; cohesive, grammatically correct structure; flexible and sustained use of a wide range of structures and extensive vocabulary; very few typographic or spelling errors; consistently accurate referencing.</p>
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