

## FIT2001: Assignment 1 – Assessment Criteria

<b>ASSIGNMENT 1: TOTAL MARKS - 20 (5% of final mark)</b>				
<b>HD Excellent</b> Reflects the highest level of performance	<b>D Good</b> Reflects a mastery of what is required	<b>C Average</b> Basic understanding of what is required.	<b>P Poor</b> Reflects the beginnings of understanding what is required	<b>N Unacceptable</b> Fails to identify what is required
<b>INTERVIEW: Total marks - 15</b>				
<b>Planning (2)</b>				
<ul style="list-style-type: none"> <li>Interview Agenda, Reminder and Record sent in a timely fashion.</li> <li>All communication professional, complete and accurate.</li> <li>Trello board – all tasks included and the board used consistently for planning and managing the assignment</li> </ul>	<ul style="list-style-type: none"> <li>Interview Agenda, Reminder and Record sent in a timely fashion.</li> <li>All communication mostly professional, complete and accurate.</li> <li>Trello board – most tasks included and board used consistently for planning and managing the assignment</li> </ul>	<ul style="list-style-type: none"> <li>Interview Agenda, Reminder and Record sent late.</li> <li>All communication mostly professional, complete and accurate.</li> <li>Trello board – most tasks included and board used intermittently for planning and managing the assignment</li> </ul>	<ul style="list-style-type: none"> <li>Interview Agenda, Reminder and Record sent very late.</li> <li>Communication generally inconsistent, incomplete and inaccurate.</li> <li>Trello board – some tasks included and board used sometimes for planning and managing the assignment</li> </ul>	<ul style="list-style-type: none"> <li>Interview Agenda, Reminder and Record not sent to client.</li> <li>No communication</li> <li>Trello board – not used, or very few tasks included and board used rarely, if at all for planning and managing the assignment</li> </ul>
<b>Interview Structure &amp; Professionalism (5)</b>				
<ul style="list-style-type: none"> <li>Identifiable structure is present. The interview is conducted in a purposeful, interesting, and effective manner and remains focused with all questions logically sequenced.</li> <li>Interview makes full, effective use of time and stays within time parameters.</li> </ul>	<ul style="list-style-type: none"> <li>Identifiable structure is present. The interview is conducted in a purposeful manner with a few questions that are not logically sequenced.</li> <li>Interview meets set time parameters.</li> </ul>	<ul style="list-style-type: none"> <li>Identifiable structure is present. The interview is conducted in a purposeful manner with a few questions that are not logically sequenced.</li> <li>Interview falls slightly outside set time parameters.</li> </ul>	<ul style="list-style-type: none"> <li>Identifiable structure is present initially, but is lost and the questions do not follow any logical sequence. Some questions deviate completely from the topic.</li> <li>Interview falls outside set time parameters, and has to be stopped.</li> </ul>	<ul style="list-style-type: none"> <li>Little or no structure present. Interview is confusing; no logical sequence of ideas; frequently off topic.</li> <li>Interview falls well outside set time parameters, and has to be stopped.</li> </ul>

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<ul style="list-style-type: none"> <li>• Language and delivery professional.</li> <li>• Recognises type of client and manages the client behaviour effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Language and delivery mostly professional.</li> <li>• Recognise type of client, and attempts to manage their behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Language and delivery mostly professional.</li> <li>• Partial recognition of type of client and attempts to manage their behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Language and delivery not professional.</li> <li>• Appears to recognise type of client, but no attempt to manage their behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Language and delivery not professional.</li> <li>• Does not recognise the type of client, nor attempts to manage their behaviour</li> </ul>
<b>Questions (8)</b>				
<ul style="list-style-type: none"> <li>• Questions comprehensively cover all areas of the clients business and needs.</li> <li>• A lot of variety in type and form of questions.</li> <li>• Always flexible with modifying questions to suit responses by the client</li> </ul>	<ul style="list-style-type: none"> <li>• The majority of questions are relevant to the business.</li> <li>• A lot of variety in type and form of questions.</li> <li>• Mostly flexible with modifying questions to suit responses by the client</li> </ul>	<ul style="list-style-type: none"> <li>• Questions are mostly relevant to the business.</li> <li>• Some variety in type and form of questions.</li> <li>• Sometimes flexible with modifying questions to suit responses by the client</li> </ul>	<ul style="list-style-type: none"> <li>• Few substantive/pertinent questions asked relevant to the business.</li> <li>• Very little variety in type and form of questions.</li> <li>• Very little flexibility with modifying questions to suit responses by the client</li> </ul>	<ul style="list-style-type: none"> <li>• Inappropriate, irrelevant questions asked to illicit responses.</li> <li>• Lacks variety in type and form of questions.</li> <li>• No flexibility – follows agenda regardless of what the client says</li> </ul>
<b>STAKEHOLDER ANALYSIS: Total marks - 15</b>				
<ul style="list-style-type: none"> <li>• All Stakeholders identified correctly</li> <li>• All Stakeholder placed correctly on matrix</li> <li>• Valid reasoning for Stakeholder matrix placement</li> </ul>	<ul style="list-style-type: none"> <li>• Most Stakeholders identified correctly</li> <li>• Most Stakeholders placed correctly on matrix</li> <li>• Mostly valid reasoning for Stakeholder matrix placement</li> </ul>	<ul style="list-style-type: none"> <li>• Some Stakeholders identified correctly</li> <li>• Some Stakeholders placed correctly on matrix</li> <li>• Some valid reasoning for Stakeholder matrix placement</li> </ul>	<ul style="list-style-type: none"> <li>• Few Stakeholders identified correctly</li> <li>• Few Stakeholders placed correctly on matrix</li> <li>• Very little valid reasoning for Stakeholder matrix placement</li> </ul>	<ul style="list-style-type: none"> <li>• No Stakeholders identified correctly</li> <li>• None placed correctly on matrix</li> <li>• No valid reasoning for Stakeholder matrix placement</li> </ul>

### CATME – Self and Peer Assessment

Each student will rate their own performance and that of their team members for Assignment 1 across the following 5 key areas of team: Contributing to the team's work, Interacting with teammates, Keeping the team on track, Expecting quality and Having relevant knowledge, skills and abilities.

Each team member's rating will be used to scale the team assignment mark, to calculate the team member's individual mark.

The team assignment mark can be scaled up by up to 10% (or the maximum mark available for the assignment), or can be scaled down to 0 marks for the assignment – there is no percentage limit to scaling down.