

Meeting the Assessment Criteria

Understanding what is wanted



Forms of assessment

- Essay
- Report
- Practical
- Journal
- Project (IP)
- Research paper
- Dissertation
- Timetest (seen or unseen)
- Annotated Bibliography
- Translation
- Conference poster
- Infographic
- PP Slide show (recorded)
- PP presentation
- Video
- Wiki entry
- Blog
- Forum Post
- Review

You need to find out and understand what is ranked highly when undertaking any form of assessment.



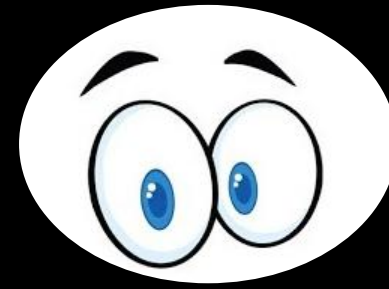
- 'cue seeking'
- 'cue conscious'
- 'cue deaf'

(Miller and Parlett 1974)

The following three slides show **some** of the differences in what is required of you.

The difference may be one of *emphasis*

Oral presentations



- Presentation audible
- Effective use of pauses and silences.
- Intonation varied.
- Verbally fluent.
- Engaging with the audience
- Visually interesting
- Appropriately illustrated
- Clear font/size
- Accuracy
- Brevity
- Clarity

Content is still hugely important

Essays



- Implications of the title are understood
- Evidence of understanding
- Clear use of evidence to develop clear and coherent argument
- Evidence of relevant background reading
- Observing word limits

Time tests/Exams



- Instructions are correctly followed
- Question interpreted correctly
- Answer the question as set
- Concepts or key issues are clearly understood
- Allocating the time well

What does your mark mean?

- 70-100%



- First Class

- 60-69%



- Upper Second Class

- 50-59%



- Lower Second Class

- 40-49%



- Third Class

- 35-39%



- Fail at Honours/Pass degree

Is the mark important?

- The comments that accompany your work are more important – READ them
- You are unlikely to improve until you have internalised (taken on board) any given advice
- You need to learn to judge your work not rely on others judging it for you

Regardless of the type of assessment



Look at the words used to
distinguish the different
marks/grades

Work of a lower standard

- will use such words as unfocused, biased, muddled
- showing poor understanding, insufficient reading, poor referencing, poor presentation
- contain few or no references, etc.

Work of a good standard

- will use such words as focused, balanced, coherent, relevant
- will show good understanding,
- will be widely read, well referenced, well presented etc.

Work of the highest standard

- will use such words as analytical, original, critically aware, cogent, insightful, perceptive as well as
- be focused, balanced, coherent, relevant, widely read, well referenced, well presented etc.

Learning to play 'the game'

- Generally the sooner students can 'negotiate' these distinctions the sooner their marks improve
- Playing the game (learning the rules) is not the same as improved learning or understanding

although both would lead to some success

Deadline difficulties

- On time – no penalty
- Late – by up to one week = 40% penalty
- Late by more than one week = 0%

(Moral is = don't be late)



Where to get help?

- Notes for Undergraduate Students
 - Moodle page
 - Teams channel
- Seminar or tutorial leaders
- Members of staff
- Study Guides
- Student Support Services
 - Drop in
 - By appointment
 - On-line

How about help
yourself?



Self-review is one of the most effective ways to
improve your marks/grades

contractions, capital letters, punctuation, compounding points, spacing/gapping, depersonalise



Is eviction and/or deportation the price of failing to meet
the assessment criteria?
(being 'sent down')

What if the worst happens?



- you fail that part of the assessment
- this does not mean that you necessarily fail the module (or the year or the degree)
- We have 'fail' rules (allowed to fail)
- We have late rules, DD, EC, resits, retakes (exam board) all in place to support you.