

AS2 Guide for Tutors

Contents

Information provided to the students.....	1
Marking Criteria AS1	3
Example of a c35.....	5
Student Work	5
Overview of the submission.....	6
Example of a c45.....	10
Student work.....	10
Overview of the submission.....	12
Example of a c65.....	16
Student work.....	16
Overview of the submission.....	18
Marking Practicalities	22

Information provided to the students

Task 2: TEEL Writing (Equivalent 1,000 words) Deadline Week 8 30%

In this task, you will learn about paragraph structures in class and write a first draft of a paragraph based on one of three topic options. You will then complete short practice activities at home and submit an improved second draft (100–150 words) using the provided template.

In-class steps to prepare for the task:

1. Participate in Week 6 paragraph workshop (modelling, activities).
2. Complete an in-class paragraph draft (15–20 mins), handwritten or typed into a draft folder.
3. Upload or photograph draft to Moodle

At home steps to complete the Task:

1. Complete paragraph structure related mini tasks:
 - i. Choose correct topic sentence
 - ii. Choose evidence + justify
 - iii. Choose the best explanation
 - iv. Choose link sentence
2. Create and submit the second draft of the in-class paragraph in the final links on Moodle (100–150 words).

Paragraph Topics:

1. Write a paragraph on the importance of motivation in the workplace
2. Write a paragraph on how to build resilience in the workplace
3. Write a paragraph on the importance of communication in the workplace

Information on Moodle:

 AS2: Paragraph Writing: Assessment Information and Help Completion ▾

In this interactive book, you will find all the information you need to understand what you need to do to complete the second portfolio task, as well as how to submit, and how your work will be marked.

 Available from **18 May 2026** (hidden otherwise)

 AS2: Paragraph Writing: Template and Marking Criteria

In this folder, you will find the template for AS2: Paragraph Writing, as well as a copy of the marking criteria.

Marking Criteria AS1

Marking Criterion	Fail 0–29%	Marginal Fail 30–39%	Satisfactory 40–49%	Good 50–59%	Very Good 60–69%	Excellent 70–84%	Exceptional 85–100%
Engagement with Literature	—	—	—	Uses one simple, relevant sources if needed. Basic referencing with some errors.	Uses a small range of credible sources. Referencing mostly correct.	Uses a good range of relevant sources. Clear, accurate referencing.	Uses high quality, well chosen sources with excellent, consistent referencing.
Knowledge and Understanding	No real understanding of TEEL. Paragraph unclear, incomplete, or not attempted.	Very limited understanding; parts of TEEL missing or incorrect.	Basic understanding of TEEL but uneven. Some parts unclear.	Clear understanding of TEEL paragraph structure.	Very good understanding with clear, accurate TEEL parts.	Excellent understanding; TEEL fully and confidently applied.	Exceptional understanding ; TEEL used precisely and effectively.

Marking Criterion	Fail 0–29%	Marginal Fail 30–39%	Satisfactory 40–49%	Good 50–59%	Very Good 60–69%	Excellent 70–84%	Exceptional 85–100%
Cognitive and Intellectual Skills	No reasoning; ideas not linked.	Very weak reasoning. Evidence unclear or irrelevant.	Basic attempt to choose and explain evidence.	Good choices with some clear justification.	Very good choices with strong explanation.	Excellent reasoning and well-linked- ideas.	Exceptional, insightful choices and explanations.
Practical Skills	Clear paragraph structure not applied. Paragraph incomplete.	Very limited application of a paragraph structure; major errors.	Basic application of a paragraph structure but uneven.	Good application of paragraph structure with mostly correct structure.	Very good application with clear improvement.	Excellent paragraph structure with confident use of evidence/examples.	Exceptional, highly effective paragraph writing.
Transferable Skills for Life and Professional Practice	Draft unclear and disorganised .	Weak expression; many unclear parts.	Mostly clear writing with some structure.	Good clarity and organisation in the paragraph.	Very good clarity and structure; clear improvement.	Excellent structure and clear, effective writing.	Exceptional clarity and professionalism in writing.

Example of a c35

Student Work

Paragraph

[T] Using data to make business decisions improves efficiency and reduces risk. Many businesses now analyse data to guide pricing, stock levels, and planning. [] Research from McKinsey Global Institute (2017) found that data-driven organisations are significantly more likely to acquire customers and be profitable than those that rely on intuition. [EXP] This shows that using data can directly improve business performance. [] It is not just about collecting information. [E] Additionally, businesses must also use the data to make informed decisions. [E] For example, data can highlight which products are selling well and which are not. [] This allows managers to adjust quickly and reduce waste. [EXP] Over time, these small decisions can lead to higher profits and better use of resources. [L] Overall, using data supports more accurate and effective business decision making.

2. Find the cohesive devices in the above paragraph and highlight or underline them. Then fill in the answers for each below.

- | | |
|-------------------------|------------------|
| a. Device: Additionally | Purpose: |
| b. Device: Overall | Purpose: end |
| c. Device: For example | Purpose: example |

3. Choose the strongest topic sentence from the options below.

- A. Time management is important.
- B. Time management is important because it helps people organise their work.
- C. Time management is important because it helps employees prioritise tasks, meet deadlines, and reduce workplace stress, leading to higher productivity.

4. Choose the strongest explanation sentence

Topic Sentence:

Good teamwork is important in the workplace because it helps employees achieve shared goals efficiently.

Which is the best explanation?

- A) Teamwork happens in many workplaces.
- B) When employees collaborate effectively, they can share ideas, solve

problems faster, and support each other's strengths.

C) Some people prefer to work alone.

5. **Choose the strongest evidence/example**

Topic Sentence:

Workplace training is essential because it helps employees improve their skills and performance.

Explanation:

When employees receive proper training, they become more confident and capable in their roles.

Which is the best evidence/example?

a) Training is something companies often provide.

b) A study by LinkedIn (2023) found that 94% of employees said they would stay longer at a company that invests in their learning.

c) Employees go to work every day.

6. **Choose the best linking sentence**

Topic Sentence:

Flexible working hours can improve employee satisfaction and productivity.

Explanation + Evidence:

When employees can manage their own schedules, they are better able to balance work and personal responsibilities. For example, many companies report increased performance after introducing flexible working policies.

Which is the best linking sentence?

A) Flexible working is becoming more common.

B) Employees like flexibility.

C) Overall, flexible working hours contribute to a more productive and satisfied workforce.

Write the final draft of your TEEL paragraph on your chosen topic here.

TEEL FINAL DRAFT:

Communication is important in the workplace because it helps people work together. Employees need to talk to each other to do their jobs. For example, workers can speak to their manager about tasks. This shows communication is useful. It is important because without communication people may not know what to do. Communication helps businesses. It is also needed every day in all parts of life. Good communication can also stop mistakes happening in simple tasks. Overall, communication is important in work and helps people complete their jobs.

Overview of the submission

The student has:

- attempted all sections of the template
- identified some parts of the TEEL structure in the paragraph
- completed the multiple-choice questions
- written a final TEEL paragraph on communication

However, responses are inconsistent and show only a basic understanding of TEEL structure. There are some correct identifications, but also clear errors in distinguishing between TEEL components and cohesive device functions. The final paragraph shows engagement with the topic but is underdeveloped, slightly below the expected word count, and lacks effective use of evidence. Overall, there is evidence of participation, but not enough accuracy, depth, or control to reach a pass level.

Criterion 1 – Engagement with Literature (30-39% Marginal Fail)

The student shows very limited engagement with source material.

Typical features at this level include:

- failure to correctly identify how evidence is used in the provided paragraph
- incorrect or incomplete recognition of the McKinsey Global Institute research as “evidence” within the TEEL structure task
- no clear evidence used in the student’s own TEEL paragraph draft
- limited understanding of how sources support arguments

In the example, the McKinsey Global Institute study is present in the paragraph, but the student does not consistently or accurately identify it as evidence during the labelling task. In addition, their own paragraph contains no supporting evidence at all, relying instead on general statements.

Why this is not a Pass:

A pass requires at least basic engagement with evidence, including correct identification and use of source material. At this level, evidence is not securely recognised or applied.

Criterion 2 – Knowledge and Understanding (30-39% Marginal Fail)

The student shows weak and uneven understanding of TEEL structure.

Typical indicators include:

- partial identification of TEEL components
- confusion between explanation, evidence, and linking sentences

- inconsistent understanding of paragraph structure
- over-reliance on repetition rather than clear distinction of roles

Some correct labels are identified, but errors in classification suggest uncertainty about how TEEL functions work together.

Why this is not a Pass:

A pass requires a basic but consistent understanding of all TEEL parts. Here, understanding is fragmented and not secure.

Criterion 3 – Cognitive and Intellectual Skills (30-39% Marginal Fail)

Reasoning and interpretation are very limited and inconsistent.

Typical features include:

- selecting answers that show only partial understanding of meaning or function
- inconsistent identification of cohesive devices and their purpose
- basic recognition of ideas without secure understanding of how they work in context
- confusion between structural elements such as evidence, explanation, and linking sentences

In the example, the student can identify some cohesive devices such as “For example” and “Additionally”, but their understanding of function is inconsistent and sometimes overly simplistic or incorrect.

Why this is not a Pass:

At pass level, students should show basic but accurate interpretation of meaning and function. Here, understanding is inconsistent and not securely applied.

Criterion 4 – Practical Skills (30–39% Marginal Fail)

Application of paragraph structure is basic and uneven.

Typical indicators include:

- TEEL structure attempted but not fully controlled
- repetition of ideas within the paragraph
- unclear distinction between explanation and evidence
- limited development of ideas across sentences

- final paragraph is slightly below the expected word count
- writing lacks consistency and fluency in places

The final TEEL paragraph shows engagement with the topic of communication, but structure is inconsistent, underdeveloped, and lacks supporting evidence, which weakens overall quality.

Why this is not a Pass:

A pass requires a clear and mostly accurate application of paragraph structure with sufficient development. Here, structure is present but not securely applied and lacks depth.

Criterion 5 – Transferable Skills for Life and Professional Practice (30–39% Marginal Fail)

Communication and academic expression are weak.

Typical indicators include:

- repetitive and simple sentence structures
- limited clarity in developing ideas
- basic organisation with little progression of argument
- writing that remains descriptive rather than analytical

The final paragraph shows basic communication of ideas but lacks development, depth, and academic control. Expression is understandable but underdeveloped.

Why this is not a Pass:

A pass requires clear, organised communication of ideas. Here, writing is understandable but lacks structure, fluency, and development.

Example of a c45

Student work

[T] Using data to make business decisions improves efficiency and reduces risk. Many businesses now analyse data to guide pricing, stock levels, and planning. [E] Research from McKinsey Global Institute (2017) found that data-driven organisations are significantly more likely to acquire customers and be profitable than those that rely on intuition. [EXP] This shows that using data can directly improve business performance. [EXP] It is not just about collecting information. [EXP] Additionally, businesses must also use the data to make informed decisions. [E] For example, data can highlight which products are selling well and which are not. [E] This allows managers to adjust quickly and reduce waste. [L] Over time, these small decisions can lead to higher profits and better use of resources. [L] Overall, using data supports more accurate and effective business decision making.

2. Find the cohesive devices in the above paragraph and highlight or underline them. Then fill in the answers for each below.

- | | |
|-------------------------|-----------------------------|
| a. Device: Additionally | Purpose: adding information |
| b. Device: Overall | Purpose: explanation |
| c. Device: For example | Purpose: example |

3. Choose the strongest topic sentence from the options below.

- A. Time management is important.
- B. Time management is important because it helps people organise their work.
- C. Time management is important because it helps employees prioritise tasks, meet deadlines, and reduce workplace stress, leading to higher productivity.

4. Choose the strongest explanation sentence

Topic Sentence:

Good teamwork is important in the workplace because it helps employees achieve shared goals efficiently.

Which is the best explanation?

- A) Teamwork happens in many workplaces.
- B) When employees collaborate effectively, they can share ideas, solve problems faster, and support each other's strengths.
- C) Some people prefer to work alone.

5. Choose the strongest evidence/example

Topic Sentence:

Workplace training is essential because it helps employees improve their skills and performance.

Explanation:

When employees receive proper training, they become more confident and capable in their roles.

Which is the best evidence/example?

a) Training is something companies often provide.

b) A study by LinkedIn (2023) found that 94% of employees said they would stay longer at a company that invests in their learning.

c) Employees go to work every day.

6. Choose the best linking sentence

Topic Sentence:

Flexible working hours can improve employee satisfaction and productivity.

Explanation + Evidence:

When employees can manage their own schedules, they are better able to balance work and personal responsibilities. For example, many companies report increased performance after introducing flexible working policies.

Which is the best linking sentence?

A) Flexible working is becoming more common.

B) Employees like flexibility.

C) Overall, flexible working hours contribute to a more productive and satisfied workforce.

Write the final draft of your TEEL paragraph on your chosen topic here.

TEEL FINAL DRAFT:

Communication is important in the workplace because it helps employees work together. Good communication allows workers to understand tasks and reduce mistakes during work. For example, employees can speak with managers or colleagues when they need help or information. According to (Interact, 2026) “Effective internal communication is critical within organizations; especially when it’s the communication between people managers and their teams. In fact, the influence of managers on a business is known to be a key driver of employee satisfaction, engagement, and retention. That’s why it’s important to improve workplace relationships by focusing on productive employee communication with managers. Find out more with our expert tips in this free guide.” (Interact, 2026). This can improve teamwork and help businesses complete tasks more efficiently. Teamwork is very important as well in the workplace, without it, companies can’t meet targets and the workplace culture can be toxic. Bad communication will make confusion and problems. Employees won’t understand instructions clearly if communication is weak. Overall, communication is important because it helps employees.

Reference:

Interact, <https://www.interactsoftware.com/lpc/improving-communication-between-managers-and-their->

1

The student has:

- The work shows a basic understanding of paragraph structure and communication of ideas. The student demonstrates awareness of TEEL structure and attempts to organise ideas logically. However, there are still weaknesses in development, use of evidence, and control of structure. Some ideas are repetitive or not fully connected to the main point, and the paragraph relies heavily on simple explanation rather than supported reasoning. Overall, the work meets the basic pass level but lacks the depth and consistency needed for higher marks.

The student shows basic engagement with a relevant source.

- use of one relevant source linked to the topic
- attempt to include academic evidence within the paragraph
- basic understanding that sources can support business arguments
- referencing attempted, but not fully accurate or consistently formatted

In the example, the student includes a quotation from Interact (2026) which is relevant to workplace communication and employee engagement, though not an appropriate academic source, as Interact is a software company. The quotation is overly long and not well integrated into the paragraph. It is included in a descriptive way rather than being clearly analysed or linked back to the argument. Referencing is present but inconsistent in style and not fully academic in presentation.

Why this is a Pass:

A pass requires use of at least one relevant source with basic engagement. The student demonstrates this by selecting some relevant information from a source and attempting to use evidence, even though integration, interpretation, and referencing accuracy remain limited, and the source itself is not quite appropriate, though the page was mildly relevant.

Criterion 2 – Knowledge and Understanding (40-49% Satisfactory/Pass)

The student shows a basic understanding of TEEL structure and task requirements.

Typical indicators include:

- recognisable attempt to identify TEEL components in the paragraph
- mostly correct understanding of the purpose of topic sentences and basic explanation
- completion of mini tasks with a mixture of correct and partially correct answers
- general understanding of how paragraph structure works, but with uneven control
- some confusion in distinguishing between explanation and evidence in places

In the example, the student can generally follow the structure of a TEEL paragraph and complete the mini activities with partial success. However, understanding is not fully secure, as some selections show uncertainty, and the distinction between different TEEL parts is not always consistent. The student has clearly tried to include a topic and link sentence in their own writing, but both are quite simple/overly general.

Why this is a Pass:

A pass requires a basic but recognisable understanding of paragraph structure and task requirements. The student demonstrates this through engagement with both the TEEL identification task and mini activities, even though accuracy and consistency are not fully developed.

Criterion 3 – Cognitive and Intellectual Skills (40-49% Satisfactory/Pass)

Reasoning and development are basic but mostly relevant.

Typical features include:

- simple explanation of ideas
- some attempt to develop points
- basic links between ideas
- occasional unrelated or repetitive statements

In the example, the student explains why communication matters in the workplace and connects this to teamwork and avoiding mistakes. However, the paragraph includes one explanation about workplace culture and targets that is not fully developed or clearly linked to the main argument.

Why this is a Pass:

At pass level, students should show some reasoning and development of ideas. Here, the reasoning is simple but mostly relevant to the topic.

Criterion 4 – Practical Skills (40-49% Satisfactory/Pass)

Application of paragraph structure is basic but mostly successful.

Typical indicators include:

- use of a recognisable paragraph structure
- inclusion of explanation and example
- some use of linking devices, though very limited
- uneven paragraph control and development

The student follows a basic TEEL-style structure and organises ideas into a single paragraph. Structural elements are present, although evidence is limited and the paragraph relies heavily on simple explanation.

Why this is a Pass:

A pass requires a basic application of paragraph structure. The student demonstrates this, even though the paragraph remains simple and uneven in quality.

Criterion 5 – Transferable Skills for Life and Professional Practice (40-49% Satisfactory/Pass)

Communication and organisation are generally clear.

Typical indicators include:

- understandable communication

- basic organisation of ideas
- some repetition in vocabulary and sentence structure
- limited range of cohesive devices

The paragraph is easy to follow overall and communicates the main idea clearly. However, expression is repetitive at times and the range of linking language is limited. In addition, vocabulary choices are overly simplistic (e.g. 'good', 'bad').

Why this is a Pass:

A pass requires basic clarity and organisation. While the writing is simple and repetitive in places, meaning remains clear throughout.

Example of a c65

Student work

[T] Using data to make business decisions improves efficiency and reduces risk. Many businesses now analyse data to guide pricing, stock levels, and planning. [E] Research from McKinsey Global Institute (2017) found that data-driven organisations are significantly more likely to acquire customers and be profitable than those that rely on intuition. [EXP] This shows that using data can directly improve business performance. [EXP] It is not just about collecting information. [EXP] Additionally, businesses must also use the data to make informed decisions. [E] For example, data can highlight which products are selling well and which are not. [EXP] This allows managers to adjust quickly and reduce waste. [EXP] Over time, these small decisions can lead to higher profits and better use of resources. [L] Overall, using data supports more accurate and effective business decision making.

2. Find the cohesive devices in the above paragraph and highlight or underline them. Then fill in the answers for each below.

- a. Device: Additionally Purpose: adding related information
- b. Device: Overall Purpose: summarise the main points/finish paragraph
- c. Device: For example Purpose: offering examples

3. Choose the strongest topic sentence from the options below.

- A. Time management is important.
- B. Time management is important because it helps people organise their work.
- C. Time management is important because it helps employees prioritise tasks, meet deadlines, and reduce workplace stress, leading to higher productivity.

4. Choose the strongest explanation sentence

Topic Sentence:

Good teamwork is important in the workplace because it helps employees achieve shared goals efficiently.

Which is the best explanation?

- A) Teamwork happens in many workplaces.
- B) When employees collaborate effectively, they can share ideas, solve

problems faster, and support each other's strengths.

C) Some people prefer to work alone.

5. **Choose the strongest evidence/example**

Topic Sentence:

Workplace training is essential because it helps employees improve their skills and performance.

Explanation:

When employees receive proper training, they become more confident and capable in their roles.

Which is the best evidence/example?

a) Training is something companies often provide.

b) A study by LinkedIn (2023) found that 94% of employees said they would stay longer at a company that invests in their learning.

c) Employees go to work every day.

6. **Choose the best linking sentence**

Topic Sentence:

Flexible working hours can improve employee satisfaction and productivity.

Explanation + Evidence:

When employees can manage their own schedules, they are better able to balance work and personal responsibilities. For example, many companies report increased performance after introducing flexible working policies.

Which is the best linking sentence?

A) Flexible working is becoming more common.

B) Employees like flexibility.

C) Overall, flexible working hours contribute to a more productive and satisfied workforce.

Write the final draft of your TEEL paragraph on your chosen topic here.

TEEL FINAL DRAFT:

Communication is important in the workplace because it helps employees work together and complete tasks more effectively. When communication is clear, employees understand what they need to do and won't make mistakes. For example, workers can speak to managers or colleagues if they are unsure about instructions or need help solving a problem. A report by Harvard Business Review (2020) shows that effective communication can improve how engaged employees feel and help build stronger relationships between managers and teams. This is important because it shows that communication affects not only daily tasks but also how satisfied and committed employees feel at work. As a result, businesses with effective communication are more likely to have organised and productive teams. However, poor communication can lead to confusion and mistakes. Overall, effective communication is important for teamwork, performance, and business success.

Reference:

Harvard Business Review (2020) *The impact of internal communication on employee engagement*. Available at: <https://hbr.org/> (Accessed: 7 May 2026).

Overview of the submission

The student has:

- completed all sections of the template
- correctly identified most TEEL components in the paragraph task
- completed the mini tasks with generally accurate responses
- written a full TEEL paragraph on communication in the workplace
- used one credible source to support their argument

The work shows a clear and secure understanding of TEEL structure and task requirements. The student is able to organise ideas logically and use explanation, examples, and a linking sentence effectively. The inclusion of a relevant external source strengthens the argument, and the paragraph is mostly well developed and coherent. There is a clear improvement in control, structure, and use of supporting evidence compared to lower-level work, although some ideas could be developed further for higher-level critical depth.

Overall, this submission fits a **Very Good (around 65%)** standard.

Criterion 1 – Engagement with Literature (60–69% Very Good)

The student shows good engagement with a relevant and credible source.

Typical features at this level include:

- use of a suitable, credible external source
- clear attempt to integrate evidence into the paragraph
- explanation of why the source is relevant to workplace communication
- generally accurate referencing, with minor inconsistencies possible

In the example, the student uses a relevant Harvard Business Review source to support the idea that communication improves employee engagement and workplace relationships. The source is appropriate and strengthens the argument, although the integration of the quotation could be slightly more concise and smoothly embedded into the paragraph.

Why this is a Very Good pass:

The student demonstrates clear independent sourcing and uses a strong, credible source with relevant application to the topic.

Criterion 2 – Knowledge and Understanding (60–69% Very Good)

The student shows a clear and accurate understanding of TEEL structure and task requirements.

Typical indicators include:

- correct identification of most TEEL components
- clear and logical paragraph structure in the final response
- accurate understanding of explanation, example, and linking functions
- mostly consistent application of paragraph organisation

In the example, the student produces a well-structured paragraph that follows TEEL conventions effectively. Ideas are clearly related to communication in the workplace, and the paragraph flows logically from one point to the next.

Why this is a Very Good pass:

The student demonstrates secure understanding of TEEL structure with clear and mostly accurate application.

Criterion 3 – Cognitive and Intellectual Skills (60–69% Very Good)

The student shows good reasoning and development of ideas.

Typical features include:

- clear explanation of why communication is important in a business context
- appropriate use of evidence to support key ideas
- logical links between explanation, example, and outcomes
- generally well-developed argument, with some minor repetition

In the example, the student connects communication to teamwork, employee understanding, and business performance. The inclusion of a source strengthens the reasoning, and the argument is mostly well supported, although some points could be expanded further for higher-level critical depth.

Why this is a Very Good pass:

The student demonstrates clear reasoning and can link ideas together in a logical and mostly developed way.

Criterion 4 – Practical Skills (65% Very Good)

The student applies paragraph structure effectively.

Typical indicators include:

- clear and consistent TEEL paragraph structure
- appropriate use of explanation, example, and linking sentence
- effective organisation of ideas into a coherent paragraph
- generally accurate use of cohesive devices

In the example, the paragraph is well organised and follows a logical TEEL structure. The use of “For example” and “Overall” helps guide the reader through the argument. The inclusion of “However” is appropriate and shows awareness of contrasting ideas, although it is slightly inserted rather than smoothly integrated into the flow of the paragraph. The paragraph remains clear overall, but cohesion between some sentences could be more natural.

Why this is a Very Good pass:

The student demonstrates clear and effective application of paragraph structure with visible improvement from basic level, even though cohesion is not yet fully refined.

Criterion 5 – Transferable Skills for Life and Professional Practice (60–69% Very Good)

The student communicates ideas clearly and effectively.

Typical indicators include:

- clear and logical written communication
- mostly fluent and understandable academic expression
- appropriate use of linking phrases to structure argument
- some repetition but overall good clarity

The paragraph is easy to follow and communicates business ideas clearly. The student shows good organisation and clarity of expression, although language remains relatively simple in places and could be more varied for higher-level distinction.

Why this is a Very Good pass:

The student demonstrates clear communication skills suitable for academic and professional contexts, with good organisation and clarity throughout.

Marking Practicalities

1. Marking with rubric

!!!! Do not try to change the rubric for this assignment!!!!

Do not write on the TIN rubric; you are only supposed to click on the right band for each criterion.



When you open a student assignment, you will see on the right-hand side of the TIN screen, three BLUE buttons.



The TICK, which is the Quickmarks for quick feedback on the text of the assignment.

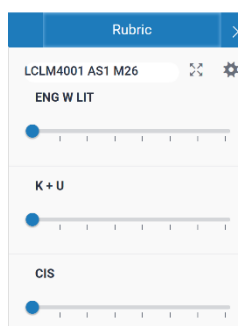


The WRITING PAD, which is the Feedback Summary, and where you should write any overall comments.



The LITTLE SQUARES, which is the Rubric.

Open the Rubric. It will look like this:



You can make it bigger and easier to work with, by clicking the FULL SCREEN button:



And you will now be able to see the full rubric:

Expanded View - School - Microsoft Edge
 https://ev.turnitinuk.com/app/expanded_rubric/en_us/?lang=en_us&cv=1&aid=22562246&cid=8092646&u=10155893&hash=13BhcGVyLzI4NDQ1MDIwMS9yZWZkLzE0ODU3Mjc1OQ==&isIson=false&iptcid=...

LCLM4001 AS1 M26 Errietta Bissa | Grading Template

Criteria	Scales				
	FAIL 0-29%	MARGINAL FAIL 30-39	SATISFACTORY 40-49	GOOD (2:2) 50-59	VERY GOOD (2:2)
ENG W LIT Engagement with literature skills	NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE
K + U Knowledge and Understanding	Shows little or no understanding of the text.	Very weak understanding; ideas unclear or incorrect.	Shows basic understanding of the main idea but limited detail is provided.	Shows clear understanding of the text with some accurate points. All questions are answered.	Very good understanding points and explanation
CIS Cognitive and intellectual skills	No interpretation. No evidence identified.	Very limited interpretation. Many mistakes.	Basic interpretation of main idea; limited evidence from the given text.	Clear interpretation with some accurate evidence from the given text.	Very good interpretat reasons.
PS Practical Skills	Does not use taught reading methods. Notes unclear or missing.	Weak use of reading skills; notes very limited.	Basic notes but some gaps.	Good use of reading skills; notes mostly clear.	Very good notes show application of skills.

This qualitative rubric will not result in a score. However, it is a valuable feedback mechanism for students and writers.

[Close](#)

When you have marked the work, all you need to do is click on the appropriate band for each marking criterion for the student. It will look like this after you have clicked on something, i.e. your choices will be in blue:

Expanded View - School - Microsoft Edge
 https://ev.turnitinuk.com/app/expanded_rubric/en_us/?lang=en_us&cv=1&aid=22562246&cid=8092646&u=10155893&hash=13BhcGVyLzI4NDQ1MDIwMS9yZWZkLzE0ODU3Mjc1OQ==&isIson=false&iptcid=...

LCLM4001 AS1 M26 Errietta Bissa | Grading Template

Criteria	Scales				
	FAIL 0-29%	MARGINAL FAIL 30-39	SATISFACTORY 40-49	GOOD (2:2) 50-59	VERY GOOD (2:2)
ENG W LIT Engagement with literature skills	NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE
K + U Knowledge and Understanding	Shows little or no understanding of the text.	Very weak understanding; ideas unclear or incorrect.	Shows basic understanding of the main idea but limited detail is provided.	Shows clear understanding of the text with some accurate points. All questions are answered.	Very good understanding points and explanation
CIS Cognitive and intellectual skills	No interpretation. No evidence identified.	Very limited interpretation. Many mistakes.	Basic interpretation of main idea; limited evidence from the given text.	Clear interpretation with some accurate evidence from the given text.	Very good interpretat reasons.
PS Practical Skills	Does not use taught reading methods. Notes unclear or missing.	Weak use of reading skills; notes very limited.	Basic notes but some gaps.	Good use of reading skills; notes mostly clear.	Very good notes show application of skills.

This qualitative rubric will not result in a score. However, it is a valuable feedback mechanism for students and writers.

[Close](#)

When you close the window, it will save your choices for this particular student.

2. Written Feedback

- Actionable feedforward
- Use feedback sandwich
- Do not cover generic elements; the students get that from the rubric.