



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Assessment and Marking Criteria for Level 4 Assignments

Dr Greg Owen

What to think of when writing assignments

- When we mark assignments we look for:
 - Engagement with literature
 - Knowledge and understanding
 - Cognitive and intellectual skills
 - Practical skills
 - Transferable skills for life and professional practice
- It's not just about including the criteria, it's what you do with it that counts

Bloom's hierarchy of learning, and the associated learning outcomes. As one progresses from Knowledge through the other levels to Evaluation, you advance through higher levels of learning, which require more complex cognitive processes. (based on Taxonomy of Educational Objectives, Cognitive Domain Bloom et al 1956)

Level		Typical learning outcome
Knowledge (L3)	This is the recall of information and facts	<u>define</u> ; describe; enumerate; examine; identify; label; list; name; quote; reproduce; select; show; state; tabulate.
Comprehension (L3 - L4)	This is the grasping of meaning	contrast; convert; differentiate; <u>discuss</u> ; distinguish; estimate; extend; generalizes; give examples; interpret; paraphrase; predict; summarize.
Application (L4 - L5)	This is being able to use information in new situations.	apply; <u>assess</u> ; calculate; compute; construct; control; demonstrate; determine; develop; establish; examine; illustrate; modify; relate; show; solve.
Analysis (L5)	This is being able to break down information and knowledge into parts to understand the structure and then make inferences and conclusions.	<u>analyse</u> ; classify; compare; connect; divide; explain; infer; order; separate.
Synthesis (L5 – L6)	This is more than analysis it is being able to create and combine enabling deductions to be made	adapt; <u>anticipate</u> ; compare; compose; contrast; create; design; devise; formulate; generalize; generate; integrate; model; modify; plan; reconstructs; revise; structure; synthesize; validate.
Evaluation (L6)	This is being able to judge the value of theory, make choices on reasoned argument. Being able to discriminate between ideas	assess; compare; conclude; criticize; <u>critique</u> ; decide; discriminate; evaluate; interpret; judge; justify; recommend; reframes; select; summarise; support; test.

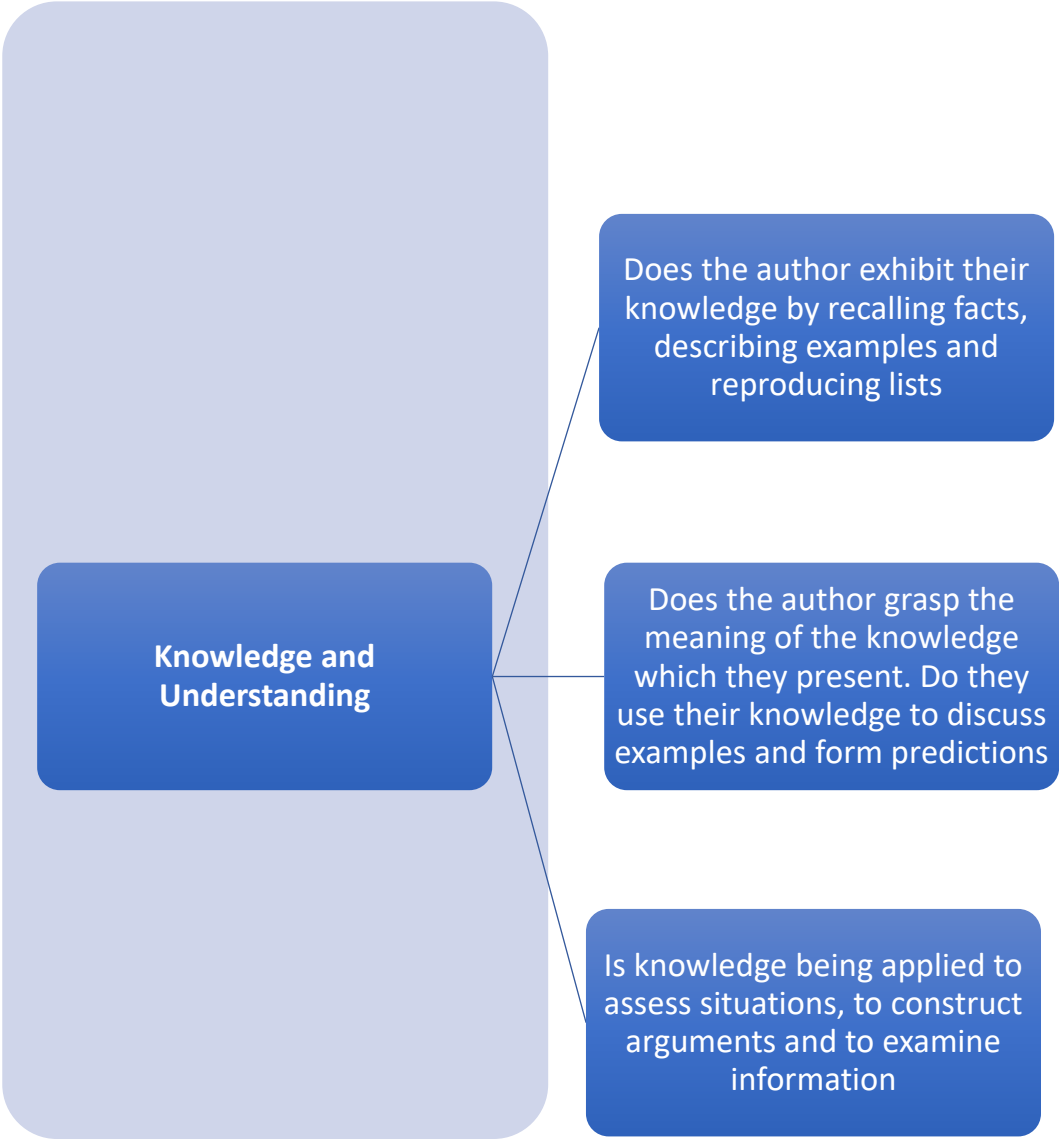
Engagement with literature

Are sources being used to describe or define your work. Are they used to quote, state or tabulate information

Are sources being used to contrast opinions, form discussions or differentiate between examples. Are they used to predict, paraphrase or summarise your explanations

Are sources being used to construct arguments, develop theories or establish opinions.

Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources but with some reliance on information gained via class contact. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts rather than other sources. Referencing may show minor inaccuracies or inconsistencies	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Generally sound referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.
0 - 5 %	5 - 10 %	11 - 15 %	16 - 20 %	21 - 25 %	26 - 30 %	31 - 35 %
36 - 40 %	41 - 45 %	46 - 50 %	51 - 55 %	56 - 60 %	61 - 65 %	66 - 70 %
71 - 74 %	75 - 78 %	79 - 82 %	83 - 86 %	87 - 90 %	91 - 95 %	96 - 100 %



Major gaps in knowledge and understanding of the basic underlying concepts and principles of the subject matter. Inclusion of irrelevant material. Substantial inaccuracies.	Gaps in knowledge of the basic underlying concepts and principles, with flawed or superficial understanding. Some significant inaccuracies and/or irrelevant material.	Limited knowledge and understanding of the basic underlying concepts and principles within the subject area. Some elements may be missing.	Knowledge of the basic underlying concepts and principles is accurate with a good understanding of the field of study but lacks depth and/or breadth.	Competent knowledge of the basic underlying concepts and principles. Exhibits very good understanding.	Excellent knowledge and understanding of the basic underlying concepts and principles of the subject.	Exceptional, detailed knowledge and understanding of the basic underlying concepts and principles
0 - 5 %	5 - 10 %	11 - 15 %	16 - 20 %	21 - 25 %	26 - 30 %	31 - 35 %
36 - 40 %	41 - 45 %	46 - 50 %	51 - 55 %	56 - 60 %	61 - 65 %	66 - 70 %
71 - 74 %	75 - 78 %	79 - 82 %	83 - 86 %	87 - 90 %	91 - 95 %	96 - 100 %

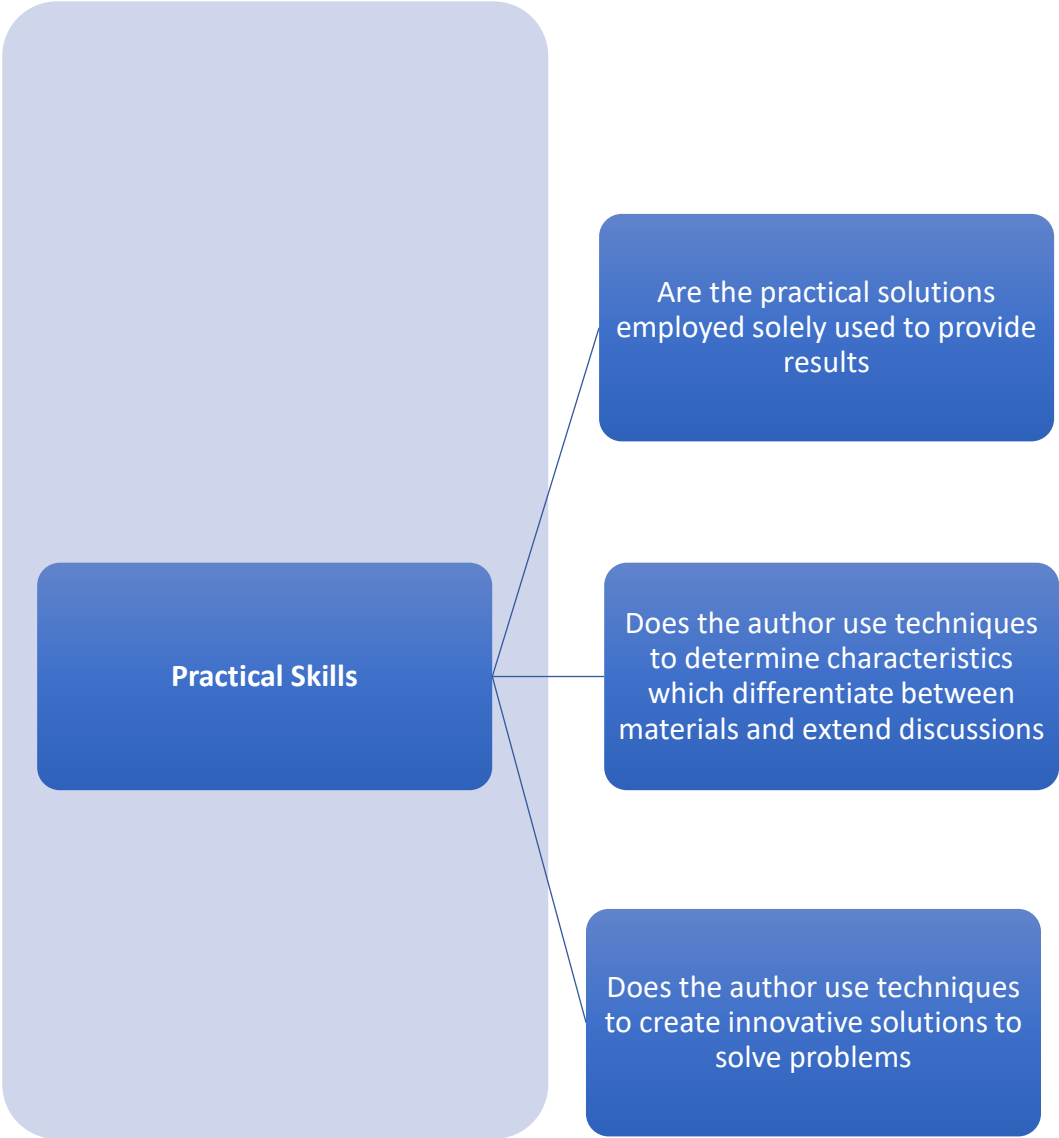
Cognitive and intellectual skills

Does the author produce tables and graphs or other data sources without using them to draw conclusions

Does the author discuss their data and interpret results

Does the author assess their data and use this to develop arguments and relate these to the points being made

Wholly or almost wholly descriptive work. Little or no evaluation of the underlying concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Minimal or no use of evidence to back up views.	Largely descriptive work, with superficial evaluation of underlying concepts and principles. Weak interpretation of data, flawed development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at evaluation of underlying concepts and principles, tending towards description. Can interpret qualitative and quantitative data but with errors. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation.	Good evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data, with minor errors. An emerging ability to use evidence to support the argument. Mostly valid arguments and logical judgements.	Sound evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately. Ability to devise arguments using evidence to make mostly appropriate and valid judgements.	Excellent evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately and with some insight. Excellent ability to devise arguments using evidence and make appropriate and valid judgements.	Exceptional evaluation of the underlying concepts and principles based evidence. Outstanding interpretation of qualitative and quantitative data. Exceptional ability to devise arguments using evidence and make wholly appropriate and valid judgements.
0 - 5 %	5 - 10 %	11 - 15 %	16 - 20 %	21 - 25 %	26 - 30 %	31 - 35 %
36 - 40 %	41 - 45 %	46 - 50 %	51 - 55 %	56 - 60 %	61 - 65 %	66 - 70 %
71 - 74 %	75 - 78 %	79 - 82 %	83 - 86 %	87 - 90 %	91 - 95 %	96 - 100 %



Limited or no use of taught, basic methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Very weak evidence of different approaches to problem-solving in particular contexts.	Rudimentary application of taught, basic methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak evidence of different approaches to problem-solving in particular contexts.	An adequate awareness and mostly appropriate application of basic methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Can identify problems in particular contexts and propose basic alternative approaches or solutions though there may be errors.	A good and appropriate application of basic methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Good evidence of different approaches to problem-solving in particular contexts and proposes mostly appropriate solutions.	A very good application of a range of basic methods, materials, tools and/or techniques. Very good consideration of context of application. Very good evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	An advanced application of a range of taught, basic methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Excellent evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	Exceptional levels of application and deployment skills in particular practical contexts. Outstanding identification of problems in particular contexts and formulation of wholly appropriate, thoughtful solutions / different approaches.
0 - 5 %	5 - 10 %	11 - 15 %	16 - 20 %	21 - 25 %	26 - 30 %	31 - 35 %
36 - 40 %	41 - 45 %	46 - 50 %	51 - 55 %	56 - 60 %	61 - 65 %	66 - 70 %
71 - 74 %	75 - 78 %	79 - 82 %	83 - 86 %	87 - 90 %	91 - 95 %	96 - 100 %

Transferable Skills for Life and Professional Practice

Does the author present the work in a descriptive manner without drawing their own conclusions

Does the author present work in a manner which interprets literature and results to form discussions and predictions

Does the author present work in a robust manner which is structured, and formulates arguments by generating valid conclusions

Work is poorly structured, disorganised, inaccurate and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively individual or as part of a group. Little or no evidence of the skills for employment requiring the exercise of some personal responsibility.	Work is poorly presented in a disjointed manner. Loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and inappropriate style. Flawed approach to individual/group work, meeting only partial obligations. Limited evidence of skills for employment requiring the exercise of some personal responsibility.	Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence and/or accuracy in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of some personal responsibility, with some areas of minor weakness.	Mostly coherent, organised and accurate work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of some personal responsibility, with some areas of strength and some of minor weakness.	Work is accurate, coherent, fluent, well-structured and organised. Can work effectively independently and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of some personal responsibility, with just occasional minor weakness.	Work is coherent, very fluent and presented professionally. Can work effectively independently or as part of a team, with an excellent contribution to group activities. Demonstrates excellent skills for employment requiring the exercise of some personal responsibility with an appetite for further development.	Work is accurate, exceptionally coherent, very fluent and presented well. Can work effectively independently and/or as part of a team, with an exceptional contribution to group activities. Demonstrates exceptional skills for employment requiring the exercise of some personal responsibility with an appetite for further development..
0 - 5 %	5 - 10 %	11 - 15 %	16 - 20 %	21 - 25 %	26 - 30 %	31 - 35 %
36 - 40 %	41 - 45 %	46 - 50 %	51 - 55 %	56 - 60 %	61 - 65 %	66 - 70 %
71 - 74 %	75 - 78 %	79 - 82 %	83 - 86 %	87 - 90 %	91 - 95 %	96 - 100 %

Some good ideas to think of!

- Plan ahead and aim to finish your assignment before the deadline to account for any unforeseen obstacles
- Planning ahead also allows you to maximise your opportunities to seek advice from tutors
- Critically read your assignment against the criteria given here or ask a peer to do it for you. This is good practice and allows you to see an assignment from a tutor's perspective
- Be aware that although deadlines are on Fridays, you have until 9am (sharp) on a Monday morning to submit