

## TE 256 ASSIGNMENT 5 MARKING CRITERIA

NAME: \_\_\_\_\_ ID NO.: \_\_\_\_\_

| FACET OF RESEARCH   | ELEMENT  | EXCELLENT(4)  | PROFICIENT(3)  | AVERAGE(2)  | POOR(1)   | Mark  |
|---|--|---|--|---|---|---|
| <b>A. Students embark on inquiry and so determine a need for knowledge / understanding</b>  | <b>INTRODUCTION</b>  | Introduction clearly establish context  | Introduction clearly establish some context  | Introduction attempts to establish context  | Introduction fails to establish context   |   |
|   | <b>B. Students find / generate needed informational data using appropriate methodology</b> | <b>RESEARCH OF ORGANISATION/ COMPANY</b>  | The evidence comes from a wide variety of valid sources. The information used reflects multiple views.   | The evidence comes from valid sources. The information used reflects multiple views.  | Valid sources are inconsistently used.  | The evidence seldom comes from valid sources. |
|   | <b>REFERENCES &amp; CITATIONS</b>  | Numerous appropriate and wide range of sources  | Numerous appropriate sources   | Several appropriate sources   | Minimal use of or inappropriate sources   |   |
| <b>C. Students critically evaluate informational data and the process to find / generate this information / data</b>                    | <b>DETAILS &amp; ADDITIONAL NOTES</b>  | Quality, & exemplary details explained, and demonstrated  | A sufficient number of details explained and demonstrated.   | Some details explained and demonstrated.  | No or limited details explained and demonstrated.   |   |
|   | <b>CONCLUSION</b>  | Conclusion rich clear and complete as to enhance impact of document.  | Conclusion clear, clearly follow report discussion, meaningful recommendations.  | Conclusion includes ideas not already discussed in report, some recommendations not supported in document.                          | Conclusion not stated, includes ideas not already discussed.  |   |
| <b>D. Students organise information collected / generated</b>   | <b>ORGANISATION</b>  | Well organised<br>Provides a very clear big picture of the ideas  | Thoughtfully organized<br>Provides a big picture of the ideas  | Somewhat organized<br>Provides a picture of the ideas   | Irregular and confusing<br>Provides a scattered picture of some ideas   |   |
|   | <b>VISUAL AIDS &amp; NEATNESS</b>  | Text and presentation are reinforced by the use of visual aids.<br>Negligible misspellings and/or grammatical errors.   | Visual aids are related to text and presentation. Minor misspellings and/or Grammatical errors.  | Occasional use of visual aids, however they barely support text or presentation.<br>Several misspellings and/or grammatical errors. | No visual aids.   |   |
| <b>E. Students synthesize and analyse and apply new knowledge</b>   | <b>PROBLEM SOLVING APPROACH</b>  | Able to suggest and bring out appropriate solutions to the question   | Able to bring out some solutions.  | Still able to bring out a few solutions on time.  | Failed to bring out any solution to the question  |   |
|   | <b>JUSTIFICATIONS</b>  | Comprehensive and valid technical reasoning, with strong insight  | Comprehensive and valid technical reasoning  | Little valid technical reasoning  | Invalid or no technical reasoning   |   |
| <b>F. Students communicate knowledge and the processes used to generate it, with an awareness of ethical social and cultural issues</b> | <b>INTERPRETATIONS OF DESCRIPTIVE PROCESS</b>  | Interpretations are pertinent to the topic. Descriptions are logical, supported with evidence.<br>The key descriptions have been made – no major points have been left out. | Interpretations are pertinent to the topic. Descriptions are fairly logical and reasonably supported.<br>Most key descriptions have been made. | Interpretations are not consistently pertinent, logical, or supported.<br>Few key descriptions have been made.                      | Interpretations not pertinent.<br>Description rarely, if at all, logical and supported.<br>Almost no key description has been made. |   |
|   | <b>OVERALL IMPRESSION</b>  | Above required academic standard  | Acceptable academic standard   | Below academic standard   | Well below academic standard  |   |
| <b>TOTAL</b>  |  |   |  |   |   |   |

Total score: ...../44..... 15% = ..... Markers Initial: TTR

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