

Marking Grid: Learning and Higher Cognitive Processes

Assessment 1: Partial Assessment 1 – Concept map

	100-80%	79-70%	69-60%	59-50%	49-40%	39-30%	29-0%
	The work produced is exceptional in most/all aspects, substantially exceeding expectations for this level	The work produced is of excellent quality, exceeding expectations for this level in many aspects.	The work produced meets all of the intended learning outcomes and exceeds the threshold expectations for this level in several of them	The work produced meets all of the intended learning outcomes and exceeds the threshold expectations for this level in some of them.	The work produced meets all of the intended learning outcomes at, but rarely exceeding the threshold expectations for this level.	The work produced fails to meet all of the intended learning outcomes and is marginally inadequate for this level.	The work produced fails to meet all of the intended learning outcomes and is inadequate for this level.
Knowledge and understanding (40%). The student is able to demonstrate a comprehensive knowledge and understanding of the contents of the first four weeks of the module (Block I. An introduction to learning).	<input type="checkbox"/> Accurately recounts a wide range of factual information, with many indications of greater breadth and depth of knowledge, beyond expectations for this level. <input type="checkbox"/> Demonstrates an understanding of the covered contents that substantially exceeds expectations for the level in many aspects.	<input type="checkbox"/> Accurately recounts a wide range of factual information, with several indications of greater breadth and some depth of knowledge. <input type="checkbox"/> Demonstrates an understanding of the covered contents that exceeds expectations for the level in several aspects.	<input type="checkbox"/> Accurately recounts a range of factual information, with occasional indications of greater breadth of knowledge. <input type="checkbox"/> Recognises and demonstrates clear understanding of the covered contents.	<input type="checkbox"/> Presents a satisfactory range of factual information accurately recounted. <input type="checkbox"/> Recognises and demonstrates basic understanding of the covered contents.	<input type="checkbox"/> Presents an acceptable range of factual information, largely accurately recounted. <input type="checkbox"/> Recognises the basics of the covered contents.	<input type="checkbox"/> Recounts a limited range of factual information, with some inaccuracies/omissions. <input type="checkbox"/> Presents occasional errors/omissions/misrecognitions of the covered contents.	<input type="checkbox"/> Presents substantial inaccuracies/omissions in factual information. <input type="checkbox"/> Fails to recognise the basics of the covered contents.
Cognitive skills (40%). The student is able to establish accurate connections between the main concepts included in the map.	<input type="checkbox"/> The established connections between the main concepts are exceptional and exceed expectations for the level in many aspects.	<input type="checkbox"/> The established connections between the main concepts are excellent and exceed expectations for the level in several aspects.	<input type="checkbox"/> The established connections between the main concepts are relevant and suitable with exceptional indications of excellence.	<input type="checkbox"/> The established connections between the main concepts are consistently relevant and suitable.	<input type="checkbox"/> The established connections between the main concepts are overall relevant.	<input type="checkbox"/> The established connections between the main concepts are limited and often irrelevant.	<input type="checkbox"/> The established connections between the main concepts are inexistent or mostly irrelevant.
Communication skills (20%). The student is able to communicate ideas effectively in a concept map form, including correctness in spelling and grammar.	<input type="checkbox"/> Communication of ideas in a concept map is outstanding in its effectiveness and correctness, with evidence of ability/creativity beyond expectations for this level.	<input type="checkbox"/> Communication of ideas in a concept map is excellent in its effectiveness and correctness.	<input type="checkbox"/> Communication of ideas in a concept map is consistently effective and correct.	<input type="checkbox"/> Communication of ideas in a concept map is effective and correct.	<input type="checkbox"/> Communication of ideas in a concept map is mostly effective, with occasional inconsistencies/ minor errors in correctness.	<input type="checkbox"/> Communication of ideas in a concept map is sometimes not effective, with some inconsistencies/ errors in correctness.	<input type="checkbox"/> Communication of ideas in a concept map is not effective and with significant errors in correctness.