

Marking Grid: Learning and Higher Cognitive Processes

Assessment 4: Partial Assessment 4: Oral presentation - Self-assessment

	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 (20%). The student is able to demonstrate a comprehensive knowledge and understanding of the contents of the complete module.	<ul style="list-style-type: none"> <input type="checkbox"/> Accurately recounts a wide range of factual information on the contents of the complete module, with many indications of greater breadth and depth of knowledge, beyond expectations for this level. <input type="checkbox"/> Demonstrates an understanding of the contents of the complete module that substantially exceeds expectations for the level in many aspects. 	<ul style="list-style-type: none"> <input type="checkbox"/> Accurately recounts a wide range of factual information of the contents of the complete module, with several indications of greater breadth and some depth of knowledge. <input type="checkbox"/> Demonstrates an understanding of the contents of the complete module that exceeds expectations for the level in several aspects. 	<ul style="list-style-type: none"> <input type="checkbox"/> Accurately recounts a range of factual information on the contents of the complete module, with occasional indications of greater breadth of knowledge. <input type="checkbox"/> Recognises and demonstrates a clear understanding of the contents of the complete module. 	<ul style="list-style-type: none"> <input type="checkbox"/> Recounts a satisfactory range of factual information on the contents of the complete module. <input type="checkbox"/> Recognises and demonstrates a basic understanding of the contents of the complete module. 	<ul style="list-style-type: none"> <input type="checkbox"/> Recounts an acceptable range of factual information on the contents of the complete module. <input type="checkbox"/> Recognises the fundamentals of the contents of the complete module. 	<ul style="list-style-type: none"> <input type="checkbox"/> Recounts a limited range of factual information on the contents of the complete module, with some inaccuracies/omissions. <input type="checkbox"/> Presents occasional errors/omissions/misrecognitions on the contents of the complete module. 	<ul style="list-style-type: none"> <input type="checkbox"/> Presents substantial inaccuracies/omissions in factual information on the contents of the complete module. <input type="checkbox"/> Fails to recognise the fundamentals of the contents of the complete module.
Cognitive skills (30%). The student is able to establish connections between the contents of the module and the own learning process throughout the module.	<ul style="list-style-type: none"> <input type="checkbox"/> Connections between the contents of the module and the own learning process throughout the module are exceptional and exceed expectations for the level in many aspects. 	<ul style="list-style-type: none"> <input type="checkbox"/> Connections between the contents of the module and the own learning process throughout the module are excellent and exceed expectations for the level in several aspects. 	<ul style="list-style-type: none"> <input type="checkbox"/> Connections between the contents of the module and the own learning process throughout the module are relevant and suitable with exceptional indications of excellence. 	<ul style="list-style-type: none"> <input type="checkbox"/> Connections between the contents of the module and the own learning process throughout the module are consistently relevant and suitable. 	<ul style="list-style-type: none"> <input type="checkbox"/> Connections between the contents of the module and the own learning process throughout the module are overall relevant. 	<ul style="list-style-type: none"> <input type="checkbox"/> Connections between the contents of the module and the own learning process throughout the module are limited and often irrelevant. 	<ul style="list-style-type: none"> <input type="checkbox"/> Connections between the contents of the module and the own learning process throughout the module are inexistent or mostly irrelevant.
Self-assessment skills (25%). The student is able to demonstrate self-critical assessment of his/her learning process and engagement throughout the module.	<ul style="list-style-type: none"> <input type="checkbox"/> Exercise of reflection and self-critical assessment of his/her learning process and engagement throughout the module is exceptionally insightful and sustained and beyond expectations for this level. 	<ul style="list-style-type: none"> <input type="checkbox"/> Exercise of self-critical assessment of his/her learning process and engagement throughout the module, generating many critical insights. 	<ul style="list-style-type: none"> <input type="checkbox"/> Exercise of self-critical assessment of his/her learning process and engagement throughout the module, with some critical insights. 	<ul style="list-style-type: none"> <input type="checkbox"/> Exercise of self-critical assessment of his/her learning process and engagement throughout the module is satisfactory. 	<ul style="list-style-type: none"> <input type="checkbox"/> Exercise of self-critical assessment of his/her learning process and engagement throughout the module is acceptable. 	<ul style="list-style-type: none"> <input type="checkbox"/> Exercise of self-critical assessment of his/her learning process and engagement throughout the module is limited or partial. 	<ul style="list-style-type: none"> <input type="checkbox"/> Exercise of self-critical assessment of his/her learning process and engagement throughout the module is deficient/absent.

<p>Communication skills I (15%). The student is able to communicate ideas fluently and effectively in oral form.</p>	<p><input type="checkbox"/> Communication of ideas in oral form is outstanding in its fluency and effectiveness, with evidence of ability beyond expectations for this level.</p>	<p><input type="checkbox"/> Communication of ideas in oral form is excellent in its fluency and effectiveness.</p>	<p><input type="checkbox"/> Communication of ideas in oral form is consistently fluent and effective.</p>	<p><input type="checkbox"/> Communication of ideas in oral form is fluent and effective.</p>	<p><input type="checkbox"/> Communication of ideas in oral form is mostly fluent and effective.</p>	<p><input type="checkbox"/> Communication of ideas in oral form sometimes is not fluent and effective.</p>	<p><input type="checkbox"/> Communication of ideas in oral form is not fluent and is ineffective.</p>
<p>Communication skills II (10%). The student is able to use a presentation software in order to organize and communicate information successfully in its clarity, format and stylistic appropriateness.</p>	<p><input type="checkbox"/> The use of a presentation software in order to organize and communicate information is outstanding in its clarity, format, and style with evidence of ability and creativity beyond expectations for this level</p>	<p><input type="checkbox"/> The use of a presentation software in order to organize and communicate information is excellent in its clarity, format and style</p>	<p><input type="checkbox"/> The use of a presentation software in order to organize and communicate information is consistently clear and appropriate in format and style.</p>	<p><input type="checkbox"/> The use of a presentation software in order to organize and communicate information is clear and in a satisfactory format and style.</p>	<p><input type="checkbox"/> The use of a presentation software in order to organize and communicate information is mostly clear and in an acceptable format and style, with occasional inconsistencies / minor errors in those areas.</p>	<p><input type="checkbox"/> The use of a presentation software in order to organize and communicate information is sometimes unclear and not in an appropriate format and style, with some inconsistencies / errors in those areas.</p>	<p><input type="checkbox"/> The use of a presentation software in order to organize and communicate information is disorganised, inappropriate in format and style and with significant errors in those areas.</p>