

Appendix 3– Template marking rubric

- Tutors should use the domains suggested below to **formulate their own rubric with specific criteria** for each assignment – the generic rubric below is therefore for **tutor use not student use**. Not all statements below will be relevant, but you will be able to read the relevant AD and Level and make your own professional judgements.
- The rubric supports adherence to the **QAA and FHEQ descriptors**, particularly in terms of language and consistency of approach across diverse discipline areas.
- The rubric should remind tutors of **areas/domains of assessment** which they are likely to want to assess and aid feedback to students.
- Exemplar rubrics for common forms of assessment will be made available on the university assessment and feedback hub.
- A template rubric will be attached to every module page in Moodle.
- Regarding Stepped Marking, where a rubric is set to automatically calculate the percentage grading, tutors should look at the assessment holistically after the calculation has been completed, with a view to increasing the grade to the next Step Mark.
- Where a module has more than one assessment attached, each assessment should be individually Step Marked, although it is understood that when averaged, the final grade may not fall on a Step Mark.
- Where your assessment is graded numerically in very specific ways e.g. *individual marks for each correct answer on a maths paper*, as an exception you may seek permission for those assessments to fall outside Step Marking. This will need to be done on a case by case basis.

Generic Template Rubric

Assessment Domains	80-100 Exceptional	70-79 Excellent	60-69 Very Good	50-59 Good	40-49 Satisfactory	30-39 Fail	0-29 Fail
<i>ADs may not all be relevant to every assessment, but you should consider each AD as you formulate your specific criteria for assessment and complete your specific rubric</i>	Stepped Marking: <i>When marking assessments, percentage grades must end in either 0, 2, 5 or 8, for example 60% 62% 65% or 68%. Please use the above wording and delineation for a consistent university wide approach.</i>						
Assessment Domain 1: Content, Knowledge and Understanding	<p>Level 3: A developing factual and conceptual knowledge base, with some appreciation of the breadth of the field of study and the relevant terminology. Increasing knowledge and understanding of main concepts and theories. A good grasp of the skills and knowledge covered. Understand that knowledge is open to on-going debate.</p> <p>Level 4: Knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study. Comprehensive coverage of assessment specifications alongside accurate consistent knowledge and understanding of main concepts and theories. Beginning to show awareness of the limitations of the knowledge base, its terminology and discourse. Understand that knowledge is open to on-going debate.</p> <p>Level 5: Knowledge and critical understanding of the well-established principles, theories and concepts of their area(s) of study, and of the way in which those principles have developed. Comprehensive coverage of assessment criteria, accurate knowledge and comprehensive understanding of the subject matter. Demonstrate an awareness of different ideas, contexts and frameworks, and recognise those areas where the knowledge base is most or least secure.</p> <p>Level 6: Systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline understanding of the material covered in this module, and of the way in which key concepts relate to one another. Detailed appreciation of the way in which some aspects of the material covered are uncertain or contradictory.</p>						

	<p>Level 7: Sophisticated and comprehensive knowledge of the subject area. Systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice. Ability in the appropriate use of the relevant literature, theory, methodologies, practices or tools to analyse and synthesise at Masters level.</p>
<p>Assessment Domain 2: Range and Relevance of Research Informed Evidence</p>	<p>Level 3: Within a defined context, manage information and collect data from a range of straightforward sources. An ability to apply the skills of analysis, synthesis, evaluation independently in relatively simple and familiar contexts, or with guidance or structure when working with greater complexity. Able to collate and categorise ideas and information. Good reference to and application of research informed evidence. Developing ability to analyse.</p> <p>Level 4: An ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. Comprehensive range of evidence which is interpreted with insight in its application of context. Some perception and persuasion demonstrated. Explicit understanding of other stances. Range of evidence and critical engagement embedded in work. Can collect and interpret appropriate data and successfully undertake research with a degree of autonomy.</p> <p>Level 5: Ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. Knowledge of the main methods of enquiry in this assessment, and some evidence of the ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study. Consistently effective in analysing key concepts that have been studied and draws on a comprehensive range of evidence, reflection and reasoned argument.</p> <p>Level 6: An ability to deploy accurately established techniques of analysis and enquiry within a discipline. The ability to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline. The ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).</p> <p>Level 7: A comprehensive understanding of techniques applicable to their own research or advanced scholarship. Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline. Conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in the discipline, as well as to evaluate methodologies and develop critiques of them.</p>

<p>Assessment Domain 3: Cognitive/Intellectual Skills</p>	<p>Level 3: A developing ability to analyse key concepts and apply given tools/methods to a well-defined problem and show emerging recognition of the complexity of associated issues. An increasing ability to apply knowledge and skills within a defined context and evaluate own strengths and weaknesses within criteria largely set by others. Capable of developing a sustain argument. Can generate a range of appropriate responses to given problems.</p> <p>Level 4: Evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work. Information /data is organised using appropriate structures to construct emergent knowledge which address the question. Coherent and well balanced – comparative reasoning with some analytical arguments beginning. Conclusions are a cogent integration of theories, evidence, concepts and academic arguments. A focus on: <i>Interpretation; Conceptualisation; Evaluation; Argument and Judgement</i></p> <p>Level 5: Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis. An understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge. A focus on: <i>Systematic Thinking, Critical Evaluation of Arguments ,Make Judgements, Critical Analysis and Enquiry, Application (including employment context where appropriate), Identification of Solutions</i></p> <p>Level 6: Apply the methods and techniques that they have learned to review and consolidate. Extend and apply their knowledge and understanding, and initiate and carry out projects. Devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline. An appreciation of the uncertainty, ambiguity and limits of knowledge mature and independent approach to problem-solving. Create appropriate hypotheses and have used well-justified, imaginative and innovative approaches to explore them. A focus on: <i>Critical Thinking and Enquiry, Critical Evaluation, Critical Analysis and Interpretation ,Application (including employment context where appropriate)</i></p> <p>Level 7: Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences; where appropriate. Draw upon critical evaluation of current knowledge in the field to propose new hypotheses <i>Critical Thinking and Enquiry, Critical Evaluation, Critical Analysis and Interpretation, Application (including employment context where appropriate), Originality and Contribution to the Discipline.</i></p>
<p>Assessment Domain 4: Communication, Organisation and Presentation</p> <p>Graduate Employability and Application of Skills</p>	<p>Communication, Organisation and Presentation: <i>Express ideas effectively and fluently. Is able to communicate information appropriately and accurately using a range of media structure and style; organisation and coherence through a range of assessments, including essay; presentation; artefact; film; poster, professional report etc.</i></p> <p>Graduate Employability Skills: <i>Ability to relate theory to professional practice. Skills of communication, teamwork, negotiation, problem solving, leadership, resilience and motivation. Ability to respect and recognise different perspectives and ways of working and demonstrate a high degree of professionalism e.g. for ‘Presentations’ the ability to share workload, engage in respectful, professional debate, recognise and value each person and their contribution, engage an audience etc.. Demonstrate initiative, creativity, imagination, motivation and self-management. Articulate an awareness of the social and community contexts within their disciplinary field.</i></p> <p>Level 3: Produce a coherent and well-structured assessment; organise ideas fluently and undertake accurate proof reading to eliminate errors in academic presentation. Present arguments and findings concisely. Highly professional approaches and transferable skills to enable them to operate in predictable, defined contexts that require use of a specified range of standard techniques. Use of clear, accurate English, well organised, with flow and progression, well- structured argument. Syntax and grammar indicates appropriate level of maturity. Demonstrates transferable skills required for employment.</p>

	<p>Level 4: Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments which are fluent and appropriately structured, as well as systematic and logical. Demonstrates the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility. Act with a limited amount of personal autonomy, under direction, within defined guidelines. Insight and autonomy when evaluation own strengths and areas for development in relation to professional and practical skills. Use of clear, accurate English, well organised, with flow and progression.</p> <p>Level 5: Produce a coherent and well-structured assessment which effectively communicates information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively. The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making, alongside evidence of innovation and/or well-judged experimentation and risk-taking. Use of clear, accurate English, well organised, with flow and progression.</p> <p>Level 6: Produce a cohesive and well-structured assessment which makes judgements and frames appropriate questions to achieve a solution - or identifies a range of solutions to a problem. Where appropriate the assessment demonstrates the qualities and transferable skills necessary for employment requiring: the exercise of initiative and personal responsibility, decision-making in complex and unpredictable contexts, the learning ability needed to undertake appropriate further training of a professional or equivalent nature. Evidence of innovation and/or well-judged experimentation and risk-taking. Use of clear, accurate English, well organised and well presented, with flow and progression.</p> <p>Level 7: Demonstrates self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level. High level qualities and transferable skills necessary for employment requiring: the exercise of initiative and personal responsibility decision-making in complex and unpredictable situations. The independent learning ability required for continuing professional development evidence of innovation and/or well-judged experimentation and risk-taking. Use of clear, accurate English, well organised, with flow and progression.</p>
<p>Assessment Domain 5: Referencing, sourcing, acknowledging and coverage</p>	<p>Level 3: Sources used are acknowledged in the text and reference list/bibliography using correct academic citation – including online sources. Referencing is consistently accurate. Work has followed the academic practice required for the module in terms of citation and referencing. Reading list is adequate in terms of number of sources. There may be many secondary sources.</p> <p>Level 4: All literature is correctly and consistently referenced both within the text and reference list/bibliography. Reading list demonstrate wide reading and assignment includes many primary sources. All sources are referenced appropriately, all references written in the correct format – including online sources.</p> <p>Level 5: Sources used are all acknowledged in the text and reference list/bibliography using correct academic citation – including online sources. Bibliography is wide and extensive and sources cited in text are predominately primary sources. Evidence of broad, independent reading from appropriate sources.</p> <p>Level 6: Sources used are all acknowledged in the text and reference list/bibliography, using correct academic citation – including online sources. Referencing is consistent throughout. Follows a professional approach to academic practice. Bibliography is outstanding in its breadth and depth and all sources are primary sources.</p> <p>Level 7: Sources used are all acknowledged in the text and reference list/bibliography using correct academic citation – including online sources. Referencing is consistent throughout. Follows a professional approach to academic practice. Bibliography is outstanding in its breadth and depth and all sources are primary sources. Comprehensive range of evidence used.</p>

With reference to documentation from: Sheffield Hallam; Surrey; Canterbury; UoG Psychology, Social work and Counselling; UoG Teacher Education; QAA and FHEQ; Manchester Met, Kingston, Kent.

