Guide Number 2

How to write Assessment Criteria

Bridget Winwood
Teaching Fellow: Assessment Development
Faculty of Health & Wellbeing
&
Chris Glover
Assessment for Learning (TALI) Co-ordinator
Learning and Teaching Institute
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Sheffield Hallam University

SHARPENS YOUR THINKING

Contents

1. INTRODUCTION

This booklet is the second in the series of "How to Guides", which include to date:
No 1 How to write Learning Outcomes
No 3 How to structure feedback to learners using assessment criteria

Assessment for learning is a key activity for both learners and tutors. Research indicates that assessment (the mode, task and marking and feedback) is a key motivating factor in learning, and that the experience of being assessed can shape attitudes and behaviours.

To improve the quality of learning and achievement, the assessment process shouldn't be shrouded in mystery – learners and other stakeholders need to have clear and transparent information: what is being assessed and when; how are marks allocated; how are final grades arrived at.?

Some issues raised by learners include:
- mixed messages about what to do, either how to carry out the assessment task, or how to engage with the feedback
- the need to second guess what's in the tutor's mind
- fairness
- marks and feedback not relating to each other
- not knowing which aspects of their work were good and which weren't (e.g. a mark of 60%, but which 60% was good and which 40% was less good?
- not knowing what to do to improve, or how to do it

Some issues raised from a wider educational perspective include:
- standards and expectations: different tutors may have differing implicit criteria – this becomes a greater issue with larger assessing teams, and where there is self/peer, and employer assessment (including placement assessors)
- reliability, validity and consistency of the assessment process - these have become greater problems due to pressure of high learner numbers, large assessing teams and tight marking deadlines
- accountability and transparency – to all stakeholders *(e.g. learner, university, employers, professional bodies, wider society)*
- efficiency and effectiveness, for learners and tutors
- the role of feedback in improving and developing learning
- skills development - to foster autonomous learners who are able to improve their own learning and performance e.*g. support for self-evaluation*

It is imperative that we have clear and transparent assessment criteria which link to the Learning Outcomes, and which are made available to learners and staff.

This guide aims to support tutors in the development and use of assessment criteria. Whilst assessing a learner's work, it cannot be viewed as a precise measuring process: the challenge is to reduce the subjectivity and make the process open, fair, equitable and transparent.

2. HOW IS LEARNER ACHIEVEMENT JUDGED?

The educational principles that learners be 'informed in advance how learning will be assessed' and that 'assessment processes should be perceived as equitable, valid and reliable' are written into SHU requirements (SHU Academic Policies and Frameworks). Both the University and the Quality Assurance Agency (QAA) expect modules of learning and programmes to be expressed in terms of Learning Outcomes, with associated assessment criteria.

From a learning and teaching standpoint, assessment criteria have recently taken on a greater importance, typified by quality requirements, as standards become a major consideration in Higher Education. The QAA (2006) Code of Practice has clear expectations in this area and one of the major indications of whether subject benchmarks are adequately addressed will be the assessment criteria used. http://www.qaa.ac.uk/academicinfrastructure/codeOfPractice/section6/default.asp

Tutors make value judgements about learner achievement and there are quite different ways of awarding grades/marks - it is important that all involved are clear about the basis on which judgements will be made and which method is being used.

2.1 Criterion-referenced
 – grades learners on the basis of their performance in relation to clearly stated criteria. **(This is the accepted practice at SHU).**

Its purpose is to measure an individual's achievement against precise and explicit criteria, with clear levels of achievement. It provides a clear focus for the assessment task, and is more informative about what an individual has learned and how well, (although measurement of performance may involve a subjective judgement which could be challenged.) It requires the writing of good assessment criteria.

2.2 Ipsative
– grades learners in relation to their own previous performance.

This is particularly appropriate when a learner sets her/his own learning outcomes and/or negotiates criteria and is particularly useful in skill (including cognitive) development. Again, criteria are critical in identifying start and end points.

2.3 Norm-referenced
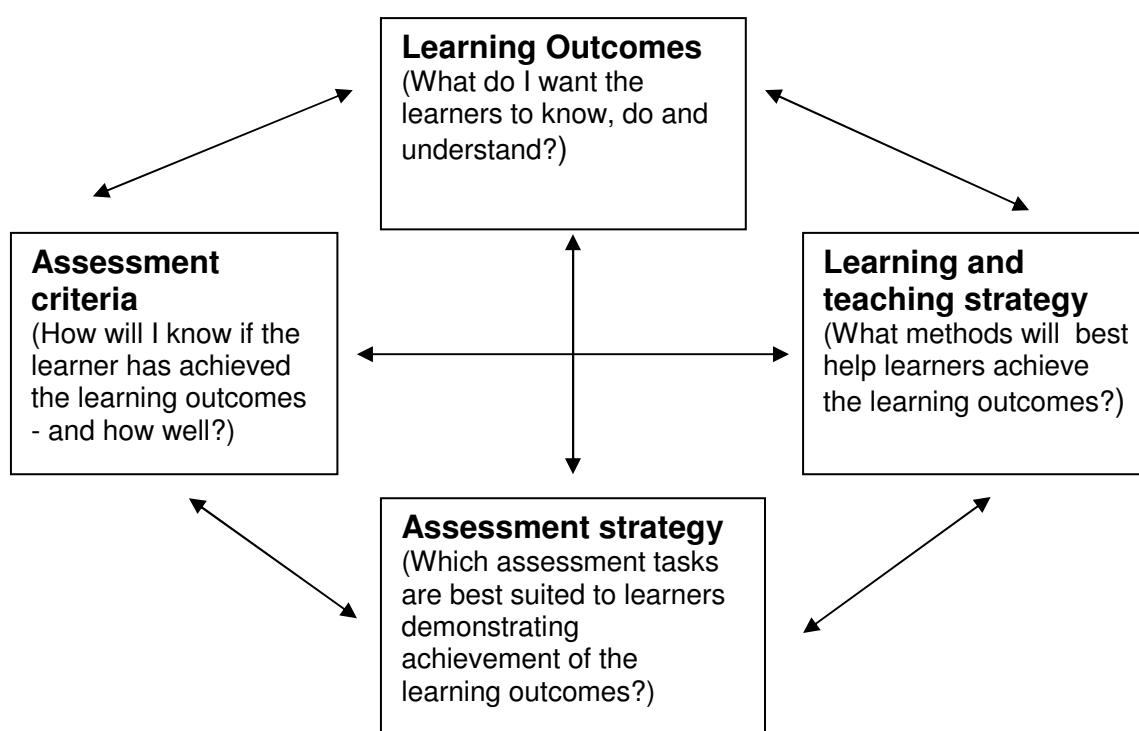 – grades learners on the basis of their performance in relation to each other.

Its purpose is to differentiate between learners, usually for selection – the test/assessment is designed to differentiate between high and lower achievers. This is generally uninformative in measuring individual learner achievement, as the minimum level will vary according to cohort.

3. WHAT ARE ASSESSMENT CRITERIA?

Well-defined assessment criteria are valuable tools. They:
- communicate how you exercise your judgement as a marker
- establish your grading of learner achievement and learning
- specify standards expected
- help establish the assessment process as open, fair and justifiable as possible, with consistency, equity and parity.

Assessment criteria are an essential and integral part of the whole learning, teaching and assessment planning process, to ensure a holistic and coherent learning experience. There are strong links between the four aspects of planning shown below. (NB the learning, teaching and assessment planning process is iterative and so change in one aspect will lead to review and change in another).

Learning Outcomes
(What do I want the learners to know, do and understand?)

Assessment criteria
(How will I know if the learner has achieved the learning outcomes - and how well?)

Learning and teaching strategy
(What methods will best help learners achieve the learning outcomes?)

Assessment strategy
(Which assessment tasks are best suited to learners demonstrating achievement of the learning outcomes?)

Learners are assessed on how well they have met the **Learning Outcomes** of a module, and therefore, the assessment criteria must be designed to assess just this.

Assessment criteria indicate how the learner's work will be judged in relation to the Learning Outcomes. There should also be a clear indication of the level required to pass (expressed in positive terms).

Further information about what is required to achieve a particular grade/mark should be expressed in a more detailed breakdown of each criterion. **Differentiated descriptors** articulate how the level of achievement will be judged. **When developing criteria, you might find it helpful to think of them in terms of a flow chart, linking one stage to the next:**

Start here:	Assessment criteria		
1. Learning Outcome	2. Assessment Criterion ▶	3. Pass/threshold level descriptor ▶	4. Differentiated descriptors ▶
a statement of what a learner should know, do or understand	a statement of which aspects of learner work will be judged, in relation to the Learning Outcomes	a statement of the typical pass requirement, in relation to the Learning Outcomes	a description of what the learner must do to achieve a particular grade/mark against the assessment criterion
By the end of the module, a learner should be able to…….	Learner work will be judged on ……..	For a typical pass the learner will……..	In order to achieve a particular mark/grade (e.g. degree classification) the learner's work will……
The critical question is: Where do you want the learner to get to?	**The critical question is:** On what basis will you judge whether they've got there?	**The critical question is:** What must they do to get there, i.e. to meet the criterion?	**The critical question is:** How will you know how **well** they have got there?
For example: By the end of the module, a learner should be able to…. *locate and select from information sources* (Level 4)	Learner work will be judged on…... *the range of information sources and the relevance of material selected for their needs*	For a typical pass, the learner will ….. *locate the main sources of information and select those most relevant to their own needs.*	In order to achieve a 1st, 2.1, 2.2, 3rd, a learner's work will … *1st - locate a wide range of sources, identifying appropriateness of sources for own needs. Select and justify, making explicit, their choices,* *2.1 - locate a wide range of sources and select those most relevant, in relation to own need. Justify, making explicit, their choices* *2.2 - locate a range of sources and select those most relevant, clearly identifying own needs* *3rd - locate main sources and select those most relevant to own needs* *below 40% - limited sources located. Inappropriate or inaccurate selection*

NB Columns 1 & 3 indicate the standard required. Column 2 is a crucial part of the process of developing Columns 3&4. Column 4 is key information for learners and colleagues, to help clarify and discuss expectations of achievement, and for giving feedback.

Level descriptors: these relate to what is expected at each stage of a programme *e.g. what a learner has to do to achieve a particular level in Year 1 or what is required of a report at Level 4 (see Appendix 8.1)*

The level descriptors for your course/programme are most likely to include academic skills, intellectual skills, Key skills and subject/professional skills.

Each module should have specific assessment criteria, which are designed to judge achievement of the module Learning Outcomes.

4. KEY FEATURES OF GOOD ASSESSMENT CRITERIA

Assessment criteria should:

• relate directly to the module Learning Outcomes (e.g. *see Appendix 8.2*).

• indicate what is required at a pass level, in a positive way

• help learners know what they need to do and how to do it

• help learners understand what you expect at differing levels of achievement

• be understandable to all stakeholders

• be manageable in number

• be distinct from each other

• be seen as an indication of achievement rather than an exact measurement.

The over-riding principles in the design and use of assessment criteria are that learners, tutors, and other stakeholders should clearly understand:

• **how and why marks/grades have been awarded**

• **that they have been awarded fairly.**

5. DEVELOPING AND WRITING ASSESSMENT CRITERIA

Assessment criteria are not easy to develop. It can be a difficult and time-consuming process to articulate what you are looking for in a learner's work, and how you decide grades. There can be tensions between academic value judgements and describing your judgements in a meaningful way to learners. However, it is an essential part of assessment design and sound educational practice. Suggestions to help include the following:

5.1 Start with the module Learning Outcomes

The criteria should cover all the module Learning Outcomes and there is a **very close relationship** between them and the assessment criteria - many of the words will be repeated.

The difference is that the assessment criteria describe the level of performance required, often through the use of more evaluative words *e.g. thorough, clear, accurate, wide ranging, rigorous, main, meaningful, well-reasoned. (*You may need to further clarify your meaning of these words.)

Your module Learning Outcomes should be expressed in terms of what is required to pass the module. If not you may need to re-write your Learning Outcomes - see *the accompanying Guide Number 1: How to write Learning Outcomes* (available from the Learning and Teaching Institute x 3053).

> *Learning Outcome at Level 4:*
> *You will be able to…'*describe own styles of interpersonal communication'
>
> *Assessment criterion:*
> *You will be judged on…'* the clarity of description of your own style of interpersonal communication, and your use of meaningful and relevant examples, relating your own style to context'
>
> *Pass level descriptor:*
> *For a typical pass, you will ….'* describe the main personal styles of communication you generally use, with relevant examples of each main style' from a specific context.

Differentiated descriptors:

Refer	3rd	2.2	2.1	1st
Few styles of communication described which may be unrelated to self, in a confused manner. Inadequate or irrelevant examples	*Describes main personal styles of communication generally used, with a relevant example of each main style from a specific context*	*Describes the difference in own personal styles used in different contexts, with relevant examples from each context.*	*Describes a range of personal styles which might be used and justifies why particular ones were used in a particular context*	*Describes a wide range of personal styles of communication which they could use and describes how they exploit one style in a particular context, to maximise its effect.*

(See Section 5.5, for guidance on developing grids)

5.2 Identify your own implicit criteria which influence your judgement

When you're marking learners' work, what features influence your perception - either positively or negatively? What do you value? Tutors may often have implicit criteria - *e.g. style, spelling, punctuation, presentation*. To ensure equity and parity, learners need to be clear about **all** the criteria used to mark their work.

You could select 3 pieces of work, ranging from referral to excellent. Describe those characteristics which denote the level of achievement and use these to help you develop descriptors.

5.3 Look at existing examples of criteria

You may be able to save much time and energy by looking at examples of criteria to modify and adapt. You may find it helpful to use others' words, if they express and articulate your thoughts. You may also be able to eliminate some examples as inappropriate for your needs. However, you must bear in mind that your assessment criteria MUST relate to the Learning Outcomes for each individual model.

5.4 Identify the differences between grades/marks

Having decided on the aspects to be judged (i.e. the assessment criteria), the next question is 'What will a learner need to demonstrate in order to achieve a specific grade/mark?' (i.e. the differentiated descriptors).

Tutors have found that developing a grid can be particularly useful. Grids can:
- increase transparency for all stakeholders
- facilitate moderation
- be useful if there are multiple module tutors/assessors
- be particularly useful in providing the basis for giving feedback.

Tips for developing grids:

Developing grids takes time – to articulate your thoughts, to select appropriate and meaningful language, to clarify the progression from one grade to another, and to check out understanding with others. Nevertheless, it is a valuable and important exercise.

- It helps to start by developing the criteria for the 40% column - what is the minimum standard required to pass? Once this is articulated, you can build up and down the columns. Some staff find it easier to next articulate the 70%+ level.

- Phrase the 40%/pass descriptor in positive terms. Words such as 'inadequate', 'limited', 'inaccurate' generally describe work which does not meet the Learning Outcomes.

- Tutors have found it useful to create grids with a colleague(s) – discussion helps articulation of difficult ideas.

- As you move up the grades, avoid introducing new criteria into the descriptors. The main aspects of the criterion should follow up the levels, with an increasing demand in that particular aspect.

- The following are some examples of ways you could move up the levels:
    - increasing the degree of **autonomy** required
    e.g. the level of independence or decision-making needed, initiative
    - broadening the **situation**/**context** in which the learner applies the learning
    e.g. a pass might relate specifically to in-module teaching, whilst higher grades might draw on wider experiences/sources
    - increasing the range/number of **elements** you expect the learner to use
    e.g. using a wider range of presentation techniques, combining more problem solving techniques, using a combination of skill elements

5.5 Areas to consider when developing criteria statements:

When developing assessment criteria, it may help to consider the following:

- **How many criteria will you have?**
  Using too many criteria can make the marking process complex and lead to a more rigid approach e.g. more than 7or 8 per module may be difficult to work with. Efficiency and effectiveness are increased by not having too many.

- **How many grades of achievement will you have**?
  A 5-point scale is normally broad enough to mark the full range of learner work. Some tutors have found that too many levels results in an averaging out of the marks, so that, for example, all learners are awarded 55%. Research has shown that reliability of marking between tutors is increased by using a smaller number of bands.

- **How will you relate them to the module Learning Outcomes?**
  Will each criterion relate directly to each individual outcome, or will you group some outcomes together by theme? Several Learning Outcomes could be linked by a single assessment criterion (s*ee Appendix 8.1*).

- **How will you avoid telling the learner what to do?**
  When writing criteria, you need to ensure you are not telling learners precisely what to include in their assignment, *e.g. an assessment criterion should be 'Your work will be judged on the relevant application of key theories',*
  rather than 'Your work will be judged on their reference to the theories of X, Y and Z'

  It is useful to think of the challenge that you are presenting to the learners, and ensure that your criteria do not diminish that challenge.

- **How will you avoid writing criteria which could restrict or restrain learners?**
  Creativity/spontaneity/originality should be rewarded. Your assessment criteria should be explicit about this. This may be particularly important at Level 6/7.

- Weighting criteria

  What is the relative importance of each criterion - are they all of equal worth or do you value some more highly?

  A list or grid of assessment criteria with grades of achievement may give learners an impression that all criteria are of equal value. If this is not the case, you need to illustrate and clarify the relative importance of different criteria. This will influence learners' decisions about how to spread their time and effort.

- **Aggregated scores**

  How can you ensure you maintain a **holistic approach** to assessing the work, and avoid reducing a complex issue to segments, with aggregated numerical scores? Biggs (1998) cites a hypothetical example from medicine, where a learner must meet the criteria of knowledge of anatomy, anaesthesia, asepsis and incisions. The learner could remove the wrong organ, and yet still pass – by accruing the minimum marks required from the other criteria.

  Each criterion works together with others and so contributes to the whole picture, avoiding an reductionist approach. Options are to include a specific criterion relating to overall competence, or to weight criteria appropriately. Again, it is important to acknowledge that criteria provide **clear**, but not **exact** indicators for assessing.

  If criteria are over specific or too numerous, there could be a danger of constraining both the learners and yourself.

- **Criteria for exams**

  Whatever the mode of assessment, there is a need to be explicit about the criteria used to judge the work and to link these to the Learning Outcomes which are being assessed. This is equally important when using examinations as the chosen assessment mode.

5.6 Once you've developed your criteria, it might be helpful to use the following checklist:

Your notes

- Are your criterion statements designed to assess achievement of **all** the module Learning Outcomes to be assessed? ☐

- Do you need any other, academic skill, criterion statements? ☐

- Do you have positively-phrased pass descriptors? ☐

- Will learners and others, know and understand what they need to do to achieve the learning outcomes? ☐

- Will learners, and others, know what they need to do to get a particular grade/mark? ☐

- Is any weighting of criterion statements clear? ☐

- Do your criteria allow for a holistic approach to marking? ☐

- Is the number of criterion statements manageable for marking? ☐

- Are criterion statements sufficiently different from each other? ☐

6. USING ASSESSMENT CRITERIA

6.1 Tutors

Teams of tutors

Joint development of assessment criteria and descriptors by those assessing the work ensures each assessor shares a common understanding.

You could use the following approaches.
- Tutors are all given a piece of work to mark. They then compare results and use them as a basis for discussion - to share ideas and standards
- Experienced tutors discuss how they assess and draw up criteria to encompass their views
- Using marking workshops as a forum for developing criteria

Planning teams may find it useful to use generic learning outcomes/level descriptors, and criteria by level. This gives a framework within which module-specific criteria can be developed – thus ensuring a common standard of expectations (s*ee Appendix 8.1*).

Evidence suggests that understanding and application of criteria change over time (Saunders and Davis, 1998). Revisiting and debating the criteria enables new colleagues to obtain a clearer understanding of the criteria and existing tutors to confirm understanding, thereby reducing 'academic drift'.

Using criteria for giving feedback to learners

Timely and targeted feedback is important for learning and progression. This time-consuming process may be made more efficient by focussing the feedback around the criteria.

Options could be:
- Tell the learners in advance on which criteria you will be giving feedback
- Return a copy of the assessment grid/criteria sheet to the learner, with their level of achievement highlighted. It should be noted that this on its own does not suffice as feedback, and individually tailored comments should accompany any such sheet or rubric.
- Learners review each others' work and give feedback using the criteria – with practice and support

Guide No 3 How to structure feedback to learners using assessment criteria could be useful here.
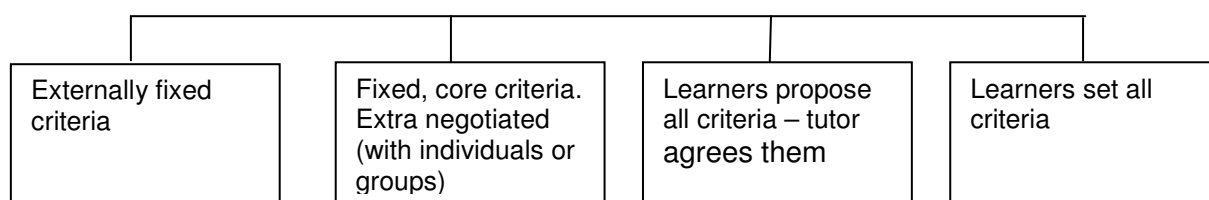
6.2 Learners

Learner involvement/engagement with assessment criteria

Learners may not recognise that guidelines they are given for producing work may contain implicit, or even, explicit assessment criteria. In the interests of equity and transparency, the purpose of the task and the assessment requirements need to be discussed with the learners – hence the need to use accessible language.

Although assessment criteria may be provided, it should be noted that learners may not understand or engage with these criteria for a variety of reasons. This suggests a clear need to encourage learner understanding, both of the importance and of the meaning of criteria. Learners need an interpretation of the academic language used *e.g. evaluate, reflect, synthesise.* Discussion and reinforcement, with consistent feedback on criteria, are essential.

Tutors have found that learner participation in developing assessment criteria can be a valuable learning exercise – for them as well as learners. The latter are more likely to understand and act on criteria if they have helped determine them. It also helps their self-evaluation and reflection

Learner involvement in developing criteria can be placed along a continuum.

Externally fixed criteria	Fixed, core criteria. Extra negotiated (with individuals or groups)	Learners propose all criteria – tutor agrees them	Learners set all criteria

(after Biggs, 1998)

Your chosen place on this continuum may depend on your discipline area, your learners' needs, the module Learning Outcomes and the stage of the *course e.g. learners may start on the left, and gradually move towards the right as their course progresses. (Do they negotiate some of the criteria for their dissertation? Are there opportunities for Post-Graduates to establish core criteria which must be met by all learners, with extra, task-specific criteria, to be met by themselves?).*

Self-evaluation and peer feedback

How can learners evaluate the quality of their own and others' work/achievement?

Independent learners need to develop skills of self-evaluation and reflection, as key academic and professional skills. Learners need guidance, support and practice in:

• making informed evaluation of the quality of their own and others' work
• providing thoughtful and constructive feedback.

Clear and understandable assessment criteria are essential for learners to make informed and valid judgements in self and peer assessment, and they need to openly discuss and debate the meaning and interpretation of the criteria.

NB There are issues of reliability, equity and standards with self and peer **assessment.** *It becomes essential that learners discuss and practice working with criteria, before any marks are used to count towards degree classification. It may be preferable to use peer* **feedback** *rather than peer assessment until the learners are competent in this area.*

Useful strategies include:

- self-assessment - learners undertake a self-assessment exercise, mark their work in accordance with the identified criteria, submitting it with their work.

- learners suggest ways in which they could improve upon their mark to provide feed forward for subsequent learning tasks.

- using pairs - learners explaining their thinking to each other helps clarify understanding.

- the learner group identifies and negotiates their own criteria *e.g. for a presentation. Individually, learners identify 5 criteria, then share, discuss and agree with a partner. These criteria are then posted up and a group discussion clarifies meaning and merging of ideas. The group may also prioritise the criteria. This helps learners identify what makes good performance.*

- learners (individually or group) generate and add their own criteria to those the tutor has identified

If you would like further information about matters discussed in this guide, please contact the LTI (x3053) or visit the Learning and Teaching Institute, Level 7, Adsetts Centre).

7. REFERENCES

Biggs, J (1998) *Teaching for Quality Learning at University*, SRHE & OUP

Saunders, M.N.K. and Davis, S. (1998), 'The use of assessment criteria to ensure consistency of marking: some implications for practice', *Quality Assurance in Education*, Vol 6, No 3, pp 162-171

Appendices

8. APPENDIX : Examples

8.1 Generic Learning Outcomes linked to Assessment Criteria - by Level

Introduction

Each of the module descriptions provide anticipated learning outcomes and assessment criteria relating to that specific module. Set out below is an overview of the linkage between assessment criteria and associated learning outcome in a generic sense, drawing together the main themes which informs both academic tutors and learners of expectation. It is an attempt to convey in general terms, a base framework from which assessment, learning outcomes and level can be judged.

Level 4 learners are able to
- present information and data accurately, enabling the user to understand
- produce an accurate bibliography and separate reference list
- accurately describe the subject within defined boundaries
- use some relevant sources of information
- relate ideas information and conclusions to each other in a limited way
- provide feasible solutions to simple problems set within defined boundaries
- apply basic formulae
- apply basic methodology
- produce accurate results

Level 5 learners are able to
- present information and data accurately enabling the user to understand
- produce an accurate bibliography and separate reference list which is related to references in the text
- accurately describe the subject
- apply theory and concepts to a context within defined boundaries
- identify relevance of theory and concepts to a context within defined boundaries
- use relevant sources of information
- relate ideas, information and conclusions to each other
- provide feasible solutions to problems
- apply formulae
- apply methodology
- produce accurate results

Level 6 learners are able to
- present information and data accurately enabling the user to understand
- produce an accurate bibliography and separate reference list which is related to references in the text
- accurately describe the subject
- apply theory and concepts to a context
- identify relevance of theory and concepts to a context
- use a wide range of sources of information
- analyse and criticise information to identify key points/inaccurate or biased information
- relate ideas, and information in order to draw coherent and clearly argued conclusions
- provide and evaluate feasible solutions to problems
- apply formulae and demonstrate an understanding of the results
- select, apply and evaluate appropriate methodology
- produce accurate results
- identify errors and the reasons for them and describe the quantitative and qualitative effects.

8.2 Level 4

Learning outcomes
The learner should be able to;
1. describe the key concepts relating to professional communication and team work
2. describe their own styles of interpersonal communication
3. illustrate their own personal, academic and professional development
4. outline key legal, ethical and social policy issues relevant to health and social care
5. identify the main features of anti-oppressive practice
6. identify some key concepts of reflective practice

Criteria
Learner work will be judged on…..
•   the appropriate selection of key concepts relating to professional communication/team work (LO 1)
•   the range of their own styles of interpersonal communication described (LO 2)
•   the evidence of relevant examples from practice which demonstrate and highlight personal learning (LO 3)
•   the relevance of the key legal, ethical and social policy issues to health and social care (LO 4)
•   the identification of issues around the main features of anti-oppressive practice (LO 5)
•   the ability to recognise some concepts of reflective practice (LO 6)
plus:
•   the range and relevance of sources of information
•   the standard of written work, in relation to academic convention

Learning Outcome	Refer	40-49	50-59	60- 69	70+
1. the appropriate selection of key concepts of professional communication and team work	Many key concepts relating to professional communication and teamwork are omitted	The major key concepts are selected and described	The major key concepts described and illustrated from practice	The major key concepts are described and illustrated from practice. Their importance is discussed	The major key concepts are described and illustrated from practice. Their importance is discussed in relation to own future role
2. the range of description and the relevance of the illustration of their own styles of interpersonal communication	Few styles of communication are described, not related to self or illustrated	Main styles of own communication are clearly described and appropriately illustrated	Main styles of own communication are effectively described, and well-illustrated by relevant examples,	A range of personal styles of communication are effectively described, and well-illustrated by examples which are assessed for effectiveness,	the full range of personal styles of communication are thoroughly described, well-illustrated and evaluated for effectiveness, in relation to other styles
3. appropriateness of examples to illustrate their own development and the range of aspects described	Little or no reference to own personal, academic and professional development. Few examples	Some aspects of own personal, academic and professional development described, with some examples	Main aspects of own personal, academic and professional development described. Examples effectively used to illustrate.	Main aspects of own personal, academic and professional development described, with effective examples Strengths and weaknesses identified with some plans for development	Strengths and weaknesses of own personal, academic and professional development explored with clear plans for development
4. the relevance of the key legal, ethical and social policy issues to health and social care	Few key legal, ethical and social policy issues described.	Some key legal, ethical and social policy issues are described	Some key legal, ethical and social policy issues described and illustrated from practice	The main key legal, ethical and social policy issues described and illustrated from practice,	Identification of key legal, ethical and social policy issues, illustrated from practice with some discussion
5. the identification of issues around the main features of anti-oppressive practice	Little or no knowledge of ant-oppressive practice.	Description of some anti-oppressive practice. Some issues identified	Some anti-oppressive practices described and illustrated from practice Key issues identified	Main anti-oppressive practices illustrated from practice with identification of related key issues	Anti-oppressive practice fully illustrated from practice. Full identification and discussion of related issues
6. the quality of application of the key concepts of reflective practice, effectively illustrated from personal experience	Key concepts of reflective practice inaccurately or inadequately described. Little or no reference to personal experience	Some key concepts of reflective practice are described and discussed, illustrated from personal experience	Main key concepts of reflective practice described and discussed, illustrated from personal experience	Key concepts of reflective practice described, discussed and illustrated from personal experience, with suggestions for development of own reflective practice.	Key concepts of reflective practice described, discussed and evaluated in light of personal experience, leading to informed suggestions for development of own reflective practice.
the range and relevance of sources of information	Little material referred to, unidentified or irrelevant material	Some relevant material used, from limited sources, to support claims.	Relevant material, from differing sources, used to support claims and illustrate points.	Relevant material, from a wide range of different sources, Used effectively to support claims and illustrate points.	Highly relevant material, from a wide range of different sources and used effectively. Sources themselves are evaluated
The standard of written style, in relation to academic convention	lacks fluency. Inaccurate spelling, grammar, punctuation or referencing	Understandable, with generally accurate spelling, grammar, punctuation, referencing	Understandable. Accurate spelling, grammar, punctuation and referencing	Clear and appropriate use of language and style. Accurate spelling, grammar, punctuation and referencing	Fluent writing with effective use of language and style. Accurate spelling, grammar, punctuation and referencing

8.3 M level

Learning Outcomes: The learner will be able to….

- **debate** the …………………………
- **evaluate** the concepts of ………………………………….
- **critically analyse** ……………………………
- **reflect** on own learning and development in relation to their own practice

Assessment criteria:

distinction	pass	refer
Very well developed and logical argument, clearly **debated** and considered, with creative links between ideas.	Well-developed and logical argument, **debated** and considered with clear links between ideas.	Poorly developed argument. Little evidence of considered **debate**. Links between ideas weak/inaccurate. Little evidence of logic or clarity of thought.
Evaluation of concepts is thorough and insightful, informed by consideration of both major and minor issues.	**Evaluation** of concepts is well-reasoned, with an overall consideration of the key issues.	**Evaluation** of concepts is limited, and restricted by lack of awareness of the issues.
Comprehensive and innovative **analysis** of information/data, drawing on a wide range of theories and sources	Clear **analysis** of information/data, drawing on the main theories and sources	Unclear or superficial **analysis** of information/data, with little reference to ideas
Wide-ranging **reflection** on own learning and development, with strengths, weaknesses and needs evaluated in relation to current and future practice. Plans for development are in relation to own current and future needs.	Considered **reflection** on own learning and development, in relation to own practice. Key strengths, weaknesses and needs are identified, with plans for further development.	Little evidence of **reflection** on own learning and development of practice. Little consideration of the implications of the learning. Plans to develop are inappropriate or ill-considered.
Clear, fluent and effective written style, to a professional standard. Accurate referencing, with comprehensive bibliography.	Clear written style, appropriate for the audience. Accurate referencing and appropriate bibliography	Confusing written style, with lack of fluency. Inaccurate referencing. Limiting bibliography.