

# Assessing and Scoring Students Work

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## RESEARCH PROJECTS

**To be awarded DISTINCTION students must demonstrate their ability to;**

- use critical reflection to evaluate own work and justify valid conclusions
- take responsibility for managing and organizing activities
- demonstrate convergent/lateral/creative thinking

**To be awarded MERIT students must demonstrate their ability to;**

- identify and apply strategies to find appropriate solutions
- select/design and apply appropriate methods/techniques
- present and communicate appropriate findings

**To be awarded PASS students must demonstrate their ability to;**

- Achieve the course requirements defined in the course learning outcomes for pass for each course.

## Grading Scheme. Grades, Quality Points & Grade Point Average (GPA)

Percentage Scored	Grade	Quality Points	Definition	Percentage Scored
90-100	A	4.00	Distinction	EXTERNAL ASSESSMENT
80-89	A-	3.66	Higher Merit	EXTERNAL ASSESSMENT
70-79	B+	3.33	Merit	EXTERNAL ASSESSMENT
65-69	B	3.00	Very Good	EXTERNAL ASSESSMENT
60-64	B-	2.66	Good	
55-59	C+	2.33	Satisfactory	
50-54	C	2.00	Above Average	
45-49	C-	1.66	Marginal	EXTERNAL ASSESSMENT
40-44	D	1.33	Unsatisfactory/ Resit	EXTERNAL ASSESSMENT
0-39	F	0	FAIL	EXTERNAL ASSESSMENT
Incomplete	I	0	FAIL	
No Credit	NC		n/a	
Withdrew while Passing/ Withdrew while failing	WP WF			

# EXAMINATIONS AND RESEARCH

<p><b>A</b> <b>Paper</b> D I S T I N C T I O N</p>	<ul style="list-style-type: none"> <li>- Apply knowledge of subject concepts</li> <li>- Identify, formulate, and solve problems</li> <li>- Analyze and interpret data</li> <li>- <b><u>Use seven or more (combination of) theories, techniques, skills, and modern tools of the practice</u></b></li> <li>- Paper is lively, well-paced, interesting, even exciting.</li> <li>- The paper has style. Everything in it seems to fit the theme exactly.</li> <li>- It may have a proofreading error or two, or even a misspelled word, but these errors are the consequence of the normal accidents all good writers encounter.</li> <li>- Reading the paper, it is clear that the writer cares for his or her ideas, and about the language that carries them.</li> <li>- Ends by keeping the promise to argue and inform that the writer makes in the beginning.</li> </ul>
<p><b>B</b> <b>Paper</b> M E R I T</p>	<ul style="list-style-type: none"> <li>- It is well organized, it presents a worthwhile and interesting idea.</li> <li>- The idea is supported by sound evidence presented in a neat and orderly way.</li> <li>- <b><u>Use five or more (combination of) theories, techniques, skills, and modern tools of the practice</u></b></li> <li>- Some of the sentences may not be elegant, but they are clear, and in them thought follows naturally on thought.</li> <li>- The paragraphs may be unwieldy now and then, but they are organized around one main idea.</li> <li>- The B paper is always mechanically correct. The spelling is good, and the punctuation is accurate.</li> <li>- The paper makes sense throughout. It has a theme that is limited and worth arguing. It does not contain unexpected digressions.</li> <li>- Ends by keeping the promise to argue and inform that the writer makes in the beginning.</li> </ul>
<p><b>C</b> <b>Paper</b> P A S S</p>	<ul style="list-style-type: none"> <li>- Has a theme, but it is vague and broad, or else it is uninteresting or obvious.</li> <li>- Does not advance an argument that anyone might care to debate.</li> <li>- The theme often hangs on some personal opinion, expressing personal opinions, rather than justifying, then further defending them.</li> <li>- <b><u>Use less than five (combination of) theories, techniques, skills, and modern tools of the practice.</u></b></li> <li>- Rarely uses evidence well; sometimes it does not use evidence at all. Even if it has a clear and interesting theme. A paper with insufficient supporting evidence is a C paper.</li> <li>- Often has mechanical faults, errors in grammar and spelling, but please note: a paper without such flaws may still be a C paper.</li> </ul>
<p><b>D</b> <b>Paper</b> R E S I T</p>	<ul style="list-style-type: none"> <li>- Strikingly vague, broad, or uninteresting.</li> <li>- Little indication that the writer understands the material being presented.</li> <li>- Ideas do not develop from sentence to sentence.</li> <li>- The paper is filled with mechanical faults, errors in grammar, and errors in spelling.</li> </ul>
<p><b>F</b> <b>Paper</b> F A I L</p>	<ul style="list-style-type: none"> <li>- No theme</li> <li>- The paragraphs do not hold together</li> <li>- This paper usually repeats the same thoughts again and again, perhaps in slightly different language but often in the same words.</li> <li>- The paper is filled with mechanical faults, errors in grammar, and errors in spelling.</li> </ul>