# Approach to the management of assessment, assessment grading, criteria and marking

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The purpose of this documents is to provide outline guidance.

## Introduction

The standard descriptors are a useful tool for capturing language to demonstrate how your learners might engage with a learning outcome or assessment criteria.

These standards aim to develop a common language for describing student achievement, or the extent to which a learning outcome or assessment criteria has been met. The standards consist of a series of statements that describe an acceptable level, loosely based on the graduate attributes across each of the five levels taught at the University. However, they can be adapted to fit the learning outcomes for individual assessments. Essentially, they provide a useful starting point for module/programme teams to consider what they expect to see in an assessment.

You can watch a [video explainer of Orlagh McCabe discussing Standard Descriptors](https://mmutube.mmu.ac.uk/media/Standard%2Bdescriptors%2Bintroduction/1_039c0je2) on MMUTube. Alternatively, you can download a [PowerPoint version of the explainer video for Standard Descriptors](https://utaresources.mmu.ac.uk/documents/assessment/Standard%20Descriptors.pptx).

## Definitions

**Standard descriptors** sketch out in broad terms what is expected of students at a particular level. They are too generic to support making grading decisions for individual assignments, and so need to be interpreted into specific marking criteria for each task.

**Marking criteria** are used to judge the standard to which each learning outcome has been achieved. They need to be specific to the assignment because they need to link the criteria and the intended learning outcomes for the module.

**Verification** refers to the practice of peer review of assignment briefs, which should include marking criteria, and which should be incorporated into the module handbook. Verification is usually carried out by a colleague from a different module and by the external examiner.

**Calibration** refers to the practice of building confidence in the consistency of marking and feedback across the team. Calibration involves independent marking of a limited number of shared pieces of work with a follow-up meeting to discuss the outcomes and any actions which the team would like to take as a result before substantive marking begins.

## Institutional requirements

These institutional requirements support the QAA quality code which expects institutions to have “assessment and classification processes that are reliable, fair and transparent ”(QAA 2023, Expectations for standards, Core Practices).

Standard descriptors should form the basis for the development of marking criteria at each level (Appendix 1). Marking criteria need to be provided for each assignment task. Programme teams may choose to use similar criteria for particular tasks at the same level across the programme (e.g. essays, presentations, exams, portfolios), or may use different criteria for each task. Criteria should be included in the module handbook.

The use of common standard descriptors across a level or a complete programme will make it easier for students to judge their progress between different units and should facilitate moderation discussions about assignments.

## Example standard descriptors

The Example Standard Descriptors are designed to be a reference point for assessment criteria in the appropriate subject area and to provide a common language for differentiating level and performance within each level.

Programme teams are encouraged to use the generic criteria as a basis for evaluating and developing their own, discipline-specific criteria for each level of their own taught curriculum.

The Standard Descriptors were developed as part of a cross-institutional initiative, but are for guidance and are not prescriptive.

Having achieved the full degree award at a given level, students should have been able to demonstrate learning at the appropriate level across all of the graduate outcomes. Subject specialists are best placed to interpret the generic descriptors into discipline-specific language and professional context for a given topic and form of assessment.

## At module level

Assignment tasks should be clearly defined and demonstrate a logical relationship to the module’s intended learning outcomes. The marking criteria for assessing student performance on the task should reflect the Standard Descriptors for that level of the curriculum and show how each grading band can be achieved.

Programme teams may choose to use similar schemes for particular tasks at the same level across the programme (e.g. essays, presentations, exams, portfolios), or may use different schemes for each task. Criteria should be included in the module handbook.

Manchester Met Assessment Regulations state that all elements of summative assessment within a module shall be marked out of 100. The weighted average mark for the module is calculated from the marks for the individual elements of summative assessment.

Moderation of assessed work should be carried out according to the ‘Verification, Marking and Moderation Policy’. Appendix 1: Standards Descriptors.

The aim of these standards is to develop a shared language to describe student achievement.

The standards are composed of a series of statements which describe an acceptable level, loosely based on the graduate attributes, across each of the five levels taught at the University. The full set of standard descriptors then offer a model for differentiating performance at each level.

The standards need to be interpreted for each discipline and assignment task to create marking criteria for each task: words such as information, data sources, theory, practice and contexts such as community, appropriate audience, professional values and standards and team-work will require different approaches in different subject areas. The scope and context of the assignment task should also be considered when setting criteria: what is appropriate range and depth? Select the standard descriptors will needed for each assignment task.

The table below shows a summary of the pass level descriptors for each taught level, to show the progression expected along the levels with detailed descriptors for each level underneath.

## Standard descriptors: Summary of requirements for a pass at all levels of taught courses

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Assessment Criteria | Level 3 | Level 4 | Level 5 | Level 6 | Level 7 |
| **1. Apply skills of critical analysis to real world situations within a defined****range of contexts** | Links between theory and practice are identified. | Links between theory and practice are analysed in a basic way. | Links between theory and practice are constructed. | Problems are solved with some reference to theory and practice and with evidence ofsome critical reflection. | Novel and complex problems are solved with reference to theory and practice. |
| **2. Demonstrate a high degree of professionalism\* eg initiative, creativity, motivation, professional practice and self****management.** | The characteristics of a professional are identified. | An acceptable number of the characteristics of a professional are applied to their own work. | Work is evaluated with respect to the characteristics of a professional. | There is evidence of the ability to work competently with reference to professional standards and values, able to reflect on their own practice. | There is evidence of the ability to work autonomously with reference to professional standards and values, reflecting critically on their own practice. |
| **3. Express ideas effectively and communicate information appropriately and accurately using a range of media****including ICT** | Work is recognisably structured and presented to a small group of peers. | Ideas are presented adequately to an audience of peers using a defined range of strategies and media. | Work is clearly communicated using a range of strategies and media. | Work is presented to a selected audience using a range of strategies and media. | The outcomes of their work are presented clearly and appropriately to a defined audience using a range ofstrategies and media. |
| **4. Develop working relationships using teamwork and leadership skills, recognising and respecting different perspectives** | The characteristics of successful teams are identified. | Evidence of contribution to a team to complete defined activities is presented. | Evidence is shown of ability to work in a team as either leader or member as needed to complete projects and identify strengths and weaknesses of performance. | There is evidence of working effectively in a team as either leader or member as needed to complete complex projects.Evidence of reflection on their performance within the team. | There is evidence of contribution to a team as either leader or member as needed to scope and complete complex multi-faceted projects and of some reflection on their own performance and that ofothers within the team. |
| **5. Manage their professional development reflecting on progress and taking appropriate action** | The key features of a professional development plan are described. | Appropriate opportunities for their own professional development are identified. | Professional aspirations and action plans are articulate. | A plausible professional development plan is produced. | Demonstrate a vision of themselves and their professional futures. |
| **6. Find, evaluate, synthesise and use information from a variety of sources** | Information presented in the course is applied to new questions or situations. | Information from primary and secondary sources is collected, analysed, interpreted and applied to specific problems under supervision. | A project is designed and carried out to collect, analyse and critique information from primary and secondary sources under supervision. | A project is designed, planned and carried out using an appropriate range of primary and secondary sources. The results and/or outcomes areevaluated accurately. | A project is planned and carried out to gather information from appropriate primary and secondary sources and synthesise the results. |
| **7. Articulate an awareness of the social and community contexts within their disciplinary field** | Social and community contexts within the disciplinary field are described. | The social and community contexts of the discipline are identified. | Social and community contexts of the discipline in work are identified. | The social and community contexts of the discipline are considered in drawing conclusions and makingRecommendations. | The social and community contexts of the discipline are considered critically in drawing conclusions and makingRecommendations. |

\* As defined in the discipline area.

## Example standard descriptors: All levels

### Example standard descriptors: Level 3

|  |  |
| --- | --- |
|  | Descriptors |
| Criteria | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Grade range | Apply skills of critical analysis to real world situations within a defined range of contexts. | Demonstrate a high degree of professionalism\* eg initiative, creativity, motivation, professional practice and self management. | Express ideas effectively and communicate information appropriately and accurately using a range of media including ICT. | Develop working relationships using teamwork and leadership skills, recognising and respecting different perspectives. | Manage their professional development reflecting on progress and taking appropriate action. | Find, evaluate, synthesise and use information from a variety of sources. | Articulate an awareness of the social and community contexts within their disciplinary field. |
| 86%-100% | Unexpected insights are brought to the link between theory and practice. | Their own attributes are evaluated in relation to those of a professional. | Work is creatively structured and extremely clear and presented creatively to a small group of peers. | Characteristics of successful team membership are demonstrated in the work.  | Professional development planning is ambitious and integrates what has been learned. | Unexpected insights are brought to new questions or situations. | Unexpected insights are brought to the social and community contexts relevant to this level.  |
| 70%-85% | Links between theory and practice are made which go beyond those presented in the course material.  | Their own attributes are considered in relation to those of a professional.  | Work is well structured and very clear and presented fluently to a small group of peers. | The characteristics of successful teams are evaluated in relation to their own work. | Professional development planning shows some insight into future directions.  | Information beyond that presented in the course is applied to new questions or situations.  | Observations are made about social and community contexts which go beyond the course material.  |
| 60%-69% | Links between theory and practice are discussed beyond the information presented in the course materials. | The characteristics of a professional are related loosely to their own work. | Work is carefully structured and clear and presented confidently to an audience of peers.  | The characteristics of successful teams are discussed and related to their own work. | A feasible professional development plan is described. | Show evidence of working beyond the information presented in the course to address new questions or situations. | Social and community contexts within the disciplinary field are discussed thoroughly. |
| 50%-59% | Links between theory and practice presented in the course materials are discussed. | Their own attributes are described in relation to those of a professional.  | Work is coherently structured and presented clearly to an audience of peers.  | The characteristics of successful teams are identified and linked loosely to their own work. | A clear professional development plan is described. | Information presented in the course is applied thoughtfully to new questions or situations. | Social and community contexts within the disciplinary field are identified.  |
| 40%-49% | Links between theory and practice are identified. | The characteristics of a professional are identified.  | Work is recognisably structured and presented to a small group of peers.  | The characteristics of successful teams are identified. | The key features of a professional development plan are described.  | Information presented in the course is applied to new questions or situations. | Social and community contexts within the disciplinary field are described |
| 35%-39% | Some links between theory and practice are identified, but key ones are missed. | Some characteristics of a professional are identified, but key ones are missed.  | Work is poorly structured or lacking in clarity and presented to a small group of peers in a confused or incomplete way.  | Some characteristics of successful teams are identified, but key ones are missed. | Describe some features of a professional development plan, are identified, but key ones are missed.  | Information presented in the course is partially applied to new questions or situations. | Some awareness of social and community contexts within the disciplinary field is shown.  |
| 20%-34% | Very limited or erroneous links between theory and practice are identified. | Very limited or erroneous characteristics of a professional are identified.  | Work is unstructured or confused and presented to a small group of peers in a confused and incomplete way.  | Very few, or erroneous, characteristics of successful teams are identified. | Very limited or erroneous features of a professional development plan, are identified.  | Information presented in the course is not applied to new questions or situations, or is confused. | Very limited awareness of social and community contexts within the disciplinary field is shown, or erroneous judgements are made.  |
| 0%-19% | No links between theory and practice are identified.  | No key characteristics of a professional are identified. | Work which is unstructured and confused and presented to a small group of peers which are incomplete and confused. | No characteristics of successful teams are identified. |  No key features of a professional development plan are identified. | New questions or situations are not addressed. | No awareness is shown of social and community contexts within the disciplinary field. |

### Example standard descriptors: Level 4

|  |  |
| --- | --- |
|  | Descriptors |
| Criteria | 1 | 3 | 6 | 7 |
| **Grade range** | Apply skills of critical analysis to real world situations within a defined range of contexts | Express ideas effectively and communicate information appropriately and accurately using a range of media including ICT | Find, evaluate, synthesise and use information from a variety of sources | Articulate an awareness of the social and community contexts within their disciplinary field |
| **86%-100%** | Links between theory and practice are analysed, with critical insight into further areas of study | Ideas are presented creatively to an audience of peers using a defined range of strategies and media. | Information from primary and secondary sources is carefully collected, analysed, interpreted and applied to new problems under supervision, bringing insight to the analysis. | The social and community contexts of the discipline are discussed in a novel way  |
| **70%-85%** | Links between theory and practice are analysed, with insight into further areas of study.  | Ideas are presented fluently to an audience of peers using a defined range of strategies and media. | Information from primary and secondary sources is meticulously collected, analysed, interpreted and applied to specific problems under supervision, bringing insight to the analysis.  | The social and community contexts of the discipline are insightfully discussed  |
| **60%-69%** | Links between theory and practice are analysed, making accurate connections.  | Ideas are presented convincingly to an audience of peers using a defined range of strategies and media. | Information from primary and secondary sources is thoroughly collected, analysed, interpreted and applied to specific problems under supervision. | The social and community contexts of the discipline are thoroughly discussed  |
| **50%-59%** | Links between theory and practice are analysed, making careful connections. | Ideas are presented confidently to an audience of peers using a defined range of strategies and media. | Information from primary and secondary sources is carefully collected, analysed, interpreted and applied to specific problems under supervision. | The social and community contexts of the discipline are discussed. |
| **40%-49%** | Links between theory and practice are analysed in a basic way.  | Ideas are presented adequately to an audience of peers using a defined range of strategies and media.  | Information from primary and secondary sources is collected, analysed, interpreted and applied to specific problems under supervision. | The social and community contexts of the discipline are identified |
| **35%-39%** | Links between theory and practice are analysed in a confused or erroneous way.  | Unclear or confused ideas are presented to an audience of peers using a defined range of strategies and media. | Insufficient information from primary and secondary sources is collected, analysed, interpreted and applied to specific problems under supervision, or the analysis of such information is inadequate or incomplete.  | The social and community contexts of the discipline are confusingly identified |
| **20%-34%** | Links between theory and practice are inadequately analysed.  | Unclear and confused ideas are presented to an audience of peers using a defined range of strategies and media. | Errors are made when information from primary and secondary sources is collected, analysed, interpreted and applied to specific problems under supervision, and the analysis of such information is inadequate and incomplete.  | Identification of the social and community contexts of the discipline is limited or erroneous  |
| **0%-19%** | Links between theory and practice are not analysed.  | Unstructured or wrong ideas are presented to an audience of peers using a defined range of strategies and media. | Extremely limited or no information from primary and secondary sources is collected, analysed, interpreted and applied to specific problems under supervision. | Identification of the social and community contexts of the discipline is absent or completely erroneous.  |

### Example standard descriptors: Level 5

|  |  |
| --- | --- |
|  | Descriptors |
| Criteria | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| **Grade range** | Apply skills of critical analysis to real world situations within a defined range of contexts. | Demonstrate a high degree of professionalism\* eg initiative, creativity, motivation, professional practice and self management. | Express ideas effectively and communicate information appropriately and accurately using a range of media including ICT. | Develop working relationships using teamwork and leadership skills, recognising and respecting different perspectives. | Manage their professional development reflecting on progress and taking appropriate action. | Find, evaluate, synthesise and use information from a variety of sources. | Articulate an awareness of the social and community contexts within their disciplinary field. |
| **86%-100%** | Links between theory and practice are evaluated with original insight. | Work is insightfully evaluated with respect to the characteristics of a professional. | Work is communicated fluently using an appropriate range of strategies and media.  | Evidence is shown of ability to exercise leadership skills in a team, making a significant contribution, as either leader or member, which goes beyond the activities defined and to reflect critically on strengths and weaknesses of team performance. | Professional aspirations and action plans are thorough and creatively articulated. | An innovative project is thoroughly designed and carried out to collect, analyse and critique information from primary and secondary sources with minimal supervision, bringing original insight to the analysis.  | Social and community contexts of the discipline are evaluated in their work, drawing conclusions and making recommendations. |
| **70%-85%** | Links between theory and practice are evaluated critically. | Work is meticulously evaluated respect to the characteristics of a professional. | Work is communicated convincingly using a range of strategies and media.  | Evidence is shown of ability to exercise leadership skills in a team as either leader or member as needed to complete a project and to reflect on strengths and weaknesses of performance. | Professional aspirations and action plans are thorough and confidently articulated. | An original project is designed and carried out to collect, analyse and critique information from primary and secondary sources with minimal supervision, bringing insight to the analysis.  | The social and community contexts of the discipline are evaluated in their work, drawing credible conclusions. |
| **60%-69%** | Links between theory and practice are evaluated. | Work is rigorously evaluated with respect to the characteristics of a professional. | Work is communicated effectively and thoroughly using a range of strategies and media.  | Evidence is shown of ability to exercise leadership skills in a team as needed to complete a project and identify strengths and weaknesses of performance. | Professional aspirations and action plans are sensible and confidently articulated. | A project is thoroughly designed and carried out to collect, analyse and critique information from primary and secondary sources with limited supervision. | The social and community contexts of the discipline are addressed confidently in their work. |
| **50%-59%** | Links between theory and practice are analysed. | Work is thoroughly evaluated with respect to the characteristics of a professional. | Work is communicated clearly and confidently using a range of strategies and media.  | Evidence is shown of ability to work effectively in a team as either leader or member as needed to complete a project and identify strengths and weaknesses of performance. | Professional aspirations and action plans are clearly articulated. | A project is carefully designed and carried out to collect, analyse and critique information from primary and secondary sources with some supervision. | The social and community contexts of the discipline in work are identified, with the beginnings of analysis evident. |
| **40%-49%** | Links between theory and practice are constructed. | Work is evaluated with respect to the characteristics of a professional.  | Work is clearly communicated using a range of strategies and media.  | Evidence is shown of ability to work in a team as either leader or member as needed to complete projects and identify strengths and weaknesses of performance. | Professional aspirations and action plans are articulated. | A project is designed and carried out to collect, analyse and critique information from primary and secondary sources under supervision. | Social and community contexts of the discipline in work are identified. |
| **35%-39%** | An inadequate range of links between theory and practice is constructed. | There is evidence of partial identification of strengths and weaknesses of personal performance in relation to the characteristics of a professional. | Communication of work is inadequate or confused, or uses a limited range of strategies and media.  | Evidence is shown of a partial contribution to a team to complete a project. | A limited range of, or inappropriate, opportunities for own professional development are identified. | There is a partial attempt to design and carry out a project to collect, analyse and critique information from primary and secondary sources under supervision.  | Social and community contexts of the discipline are partially identified. |
| **20%-34%** | Links between theory and practice are provided but are confused or wrong. | There is evidence of a limited attempt to identify strengths and weaknesses of personal performance in relation to the characteristics of a professional. | Communication of work is inadequate and confused, and makes insufficient use of strategies and media.  | Evidence is shown of an Inadequate or limited contribution to a team to complete a defined project. | Limited or flawed professional aspirations and action plans are articulated.  | There is an inadequate attempt to design and carry out a project to collect, analyse and critique information from primary and secondary sources under supervision.  | Limited or incorrect identification of the social and community contexts of the discipline. |
| **0%-19%** | Links between theory and practice are absent, or confused and wrong. | There is little or no evidence of an attempt to identify strengths and weaknesses of personal performance in relation to the characteristics of a professional. | Communication of work is very difficult to understand, or absent, and makes inadequate use of strategies and media. | Little or no evidence of contribution to a team to complete a defined project.  | Unfeasible or no professional aspirations and action plans are articulated.  | Little or no attempt to design attempt to design and carry out a project to collect, analyse and critique information from primary and secondary sources under supervision.  | Limited or incorrect identification of the social and community contexts of the discipline. |

### Example standard descriptors: Level 6

|  |  |
| --- | --- |
|  | Descriptors |
| Criteria | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Grade range | Apply skills of critical analysis to real world situations within a defined range of contexts. | Demonstrate a high degree of professionalism\* eg initiative, creativity, motivation, professional practice and self management. | Express ideas effectively and communicate information appropriately and accurately using a range of media including ICT. | Develop working relationships using teamwork and leadership skills, recognising and respecting different perspectives. | Manage their professional development reflecting on progress and taking appropriate action. | Find, evaluate, synthesise and use information from a variety of sources. | Articulate an awareness of the social and community contexts within their disciplinary field. |
| 86%-100% | Problems are evaluated and solved with original and insightful reference to theory and practice. | There is evidence of the ability to work as a mature professional, able to review their own work critically with respect to appropriate professional standards and values. | Work is presented creatively and fluently to a selected audience using a range of strategies and media. | An inspiring contribution is made as a leader or a member of a team to complete complex projects. Evidence of very insightful reflection on their performance within the team. | An exciting, challenging and feasible professional development plan is produced.  | An innovative project is designed, planned and carried out meticulously to gather relevant information from an appropriate range of primary and secondary sources. The limits of established knowledge are challenged in considering the results and/or outcomes.  | Original insights are brought to the analysis of the social and community contexts of their discipline with respect to their own work. |
| 70%-85% | Problems are evaluated and solved with insightful critical reference to theory and practice. | There is evidence of the ability to work meticulously and competently with reference to professional standards and values, able to reflect critically on their own practice. | Work is presented fluently to a selected audience using a range of strategies and media. | A significant contribution is made as a leader or a member of a team to complete complex projects. Evidence of critical reflection on their performance within the team. | A stretching professional development plan is produced.  | An innovative project is designed, planned and carried out meticulously to gather relevant information from an appropriate range of primary and secondary sources. Critical insight is brought to the analysis. | The analysis of the social and community contexts of their discipline with respect to their own work is meticulous.  |
| 60%-69% | Problems are analysed and solved with clear critical reference to theory and practice. | There is evidence of the ability to work effectively and competently with reference to professional standards and values, able to reflect on their own practice. | Work is presented coherently to a selected audience using a range of strategies and media. | A strong contribution is made as a leader or a member of a team to complete complex projects. Evidence of rigorous reflection on their performance within the team. | A well structured professional development plan is produced.  | A project is designed, planned and carried out thoroughly to gather relevant information from an appropriate range of primary and secondary sources. Results and/or outcomes are evaluated thoroughly and critically. | The social and community contexts of their discipline are critically reviewed with respect to their own work. |
| 50%-59% | Problems are analysed and solved with reference to theory and practice. | There is evidence of the ability to work confidently and competently with reference to professional standards and values, able to reflect on their own practice. | Work is presented clearly to a selected audience using a range of strategies and media. | A distinguishable contribution is made as a leader or a member of a team to complete complex projects. Evidence of thoughtful reflection on their performance within the team. | A convincing professional development plan is produced. | A project is designed, planned and carried out accurately using an appropriate range of primary and secondary sources. The results and/or outcomes are evaluated carefully. | The social and community contexts of the discipline are evaluated in drawing conclusions and making recommendations. |
| 40%-49% | Problems are solved with some reference to theory and practice and with evidence of some critical reflection.  | There is evidence of the ability to work competently with reference to professional standards and values, able to reflect on their own practice. | Work is presented to a selected audience using a range of strategies and media. | There is evidence of working effectively in a team as either leader or member as needed to complete complex projects. Evidence of reflection on their performance within the team. | A plausible professional development plan is produced. | A project is designed, planned and carried out using an appropriate range of primary and secondary sources. The results and/or outcomes are evaluated accurately. | The social and community contexts of the discipline are considered in drawing conclusions and making recommendations. |
| 35%-39% | Problems are approached haltingly or uncritically. | There is insufficient evidence of the ability to work competently with reference to professional standards and values, able to reflect on their own practice. | Work is presented to a selected audience haltingly or using a limited range of strategies and media. | There is inadequate evidence of contribution to a team as either a leader or a member to complete complex projects, or unconvincing reflection on their performance within the team.  | A limited professional development plan is produced. | A project is inadequately designed, planned and carried out using an inappropriate range of primary and secondary sources. The results and/or outcomes are partially evaluated. | The social and community aspects of the discipline are referred to in very basic terms when drawing conclusions and making recommendations. |
| 20%-34% | Problems are approached with little reference to theory or practice. | There is very limited evidence of the ability to work competently with reference to professional standards and values, able to reflect on their own practice.  | Work is presented to a selected audience haltingly and using a limited range of strategies and media. | Very limited evidence of contribution to a team as either a leader or a member to complete complex projects. Unconvincing reflection on their performance within the team.  | A very limited professional development plan is produced. | A project is badly designed, planned and carried out using an inappropriate range of primary and secondary sources, with very limited evaluation of the results and/or outcomes.  | The social and community aspects of the discipline are not mentioned or have erroneous reference made to them when drawing conclusions and making recommendations. |
| 0%-19% | Problems are approached with no or almost no reference to theory or practice.  | There is no or almost no evidence of the ability to work competently with reference to professional standards and values, able to reflect on their own practice. | Work is presented to a selected audience incomprehensibly and using an unacceptable range of strategies and media.  | Evidence of a negative or detrimental contribution to a team working on complex projects, and unsuccessful reflection on their performance within the team.  | An unacceptable professional development plan is produced. | A project is very badly designed, planned and carried out using inappropriate sources. Evaluation of the results and/or outcomes is wrong or unacceptable. | No or very little evidence of referral to the social and community aspects of the discipline; little or no evidence of using them to draw conclusions and make recommendations. |

### Example standard descriptors: Level 7

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| --- | --- |
|  | Descriptors |
| Criteria | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Grade range | Apply skills of critical analysis to real world situations within a defined range of contexts. | Demonstrate a high degree of professionalism\* eg initiative, creativity, motivation, professional practice and self management. | Express ideas effectively and communicate information appropriately and accurately using a range of media including ICT. | Develop working relationships using teamwork and leadership skills, recognising and respecting different perspectives. | Manage their professional development reflecting on progress and taking appropriate action. | Find, evaluate, synthesise and use information from a variety of sources. | Articulate an awareness of the social and community contexts within their disciplinary field. |
| 86%-100% | Novel and complex problems are evaluated thoroughly with reference to theory and practice, generating original solutions, expressed with clarity. | There is evidence of the ability to work autonomously and creatively with reference to professional standards and values, reflecting critically on their own practice.  | The outcomes of their work are presented creatively and persuasively to multiple audiences using a wide range of appropriately selected strategies and media. | Clear and effective leadership skills are exercised in a team to manage complex multi-faceted projects. There is evidence of exemplary critical reflection on their own performance and that of others within the team. | A creative and credible vision of themselves and their professional futures is meticulously presented.  | A complex and innovative project is designed, planned and carried out meticulously to gather and synthesise useful information from a wide range of appropriate primary and secondary sources to produce original outcomes of publishable standards. | The social and community contexts of the discipline are critically evaluated in developing action plans, articulating conclusions and making recommendations of relevance to theoretical development and/or practical application. |
| 70%-85% | Novel and complex problems are evaluated with reference to theory and practice, generating original solutions. | There is evidence of the ability to work autonomously and imaginatively with reference to professional standards and values, reflecting critically on their own practice.  | The outcomes of their work are presented convincingly and fluently to a defined audience using an interesting range of appropriately selected strategies and media. | Clear and effective leadership skills are exercised as needed in a team to scope and complete complex multi-faceted projects. There is evidence of critical reflection on their own performance and that of others within the team. | A novel and feasible vision of themselves and their professional futures is presented. | A complex project is designed, planned and carried out thoroughly to gather useful information from a wide range of appropriate primary and secondary sources and synthesise the results to produce workable outcomes. | The social and community contexts of the discipline are critically evaluated in developing action plans, articulating conclusions and making recommendations of relevance to theoretical development and/or practical application. |
| 60%-69% | Novel and complex problems are solved confidently with reference to theory and practice.  | There is evidence of the ability to work autonomously with reference to professional standards and values, reflecting critically on their own practice.  | The outcomes of their work are presented confidently and coherently to a defined audience using a range of appropriately selected strategies and media. | Works in a team as either leader or member as needed to scope and complete complex multi-faceted projects. Evidence of careful reflection on their own performance and that of others within the team. | Demonstrate a fully worked vision of themselves and their professional futures. | A project is carefully planned and carried out to gather useful information from appropriate primary and secondary sources and synthesise the results. | The social and community contexts of the discipline are analysed carefully in drawing conclusions and making recommendations. |
| 50%-59% | Novel and complex problems are solved with reference to theory and practice. | There is evidence of the ability to work with reference to professional standards and values, reflecting critically on their own practice.  | The outcomes of their work are presented clearly and appropriately to a defined audience using a range of strategies and media. | There is evidence of contribution to a team as either leader or member as needed to scope and complete complex multi-faceted projects and of some reflection on their own performance and that of others within the team. | Demonstrate a vision of themselves and their professional futures. | A project is planned and carried out to gather information from appropriate primary and secondary sources and synthesise the results.  | The social and community contexts of the discipline are considered critically in drawing conclusions and making recommendations. |
| 45%-49% | Attempts to solve novel and complex problems are partial, with limited reference to theory and practice. | There is evidence of a limited attempt to work as an autonomous professional who reflects on their own practice. | Communication of the outcomes of their work is unclear and confused and does not consistently use appropriate strategies or media. | There is limited evidence of contribution to a team as either leader or member as needed to scope and complete complex multi-faceted projects and little reflection critically on their own performance and that of others within the team. | A limited vision of themselves and their professional futures is presented.  | Partial attempt to plan and/or carry out projects which gather information from appropriate primary and secondary sources.  | There is partial or limited identification of the social and community contexts of the discipline in drawing conclusions and making recommendations. |
| 20%-44% | Attempts to solve novel and complex problems are inadequate, with little reference to theory and practice. | There is limited evidence of any attempt to work as an autonomous professional who reflects on their own practice. | Communication of work is unclear and inappropriate to a defined audience and does not consistently use appropriate strategies or media. | Inadequate or little contribution to a team as either leader or member as needed to scope and complete complex multi-faceted projects and little or no reflection critically on their own performance and that of others within the team. | There is insufficient development of a vision of themselves and their professional futures. | Limited attempt to plan and/or carry out projects which gather information from appropriate primary and secondary sources.  | There is limited or incorrect identification of the social and community contexts of the discipline in drawing conclusions and making recommendations. |
| 0%-19% | There is little or no evidence of any attempt to solve novel and complex problems with little or no reference to theory and practice. | There is little or no evidence of working as an autonomous professional who reflects on their own practice. | Communication of work is unclear and inappropriate to a defined audience and does not use appropriate strategies or media. | Inadequate or no contribution to a team as either leader or member as needed to scope and complete complex multi-faceted projects and little or no reflection critically on their own performance and that of others within the team. | No clear vision of themselves and their professional futures is presented. | Little or no attempt to plan and/or carry out projects which gather information from appropriate primary and secondary sources. | There is little or no identification of the social and community contexts of the discipline in drawing conclusions and making recommendations. |