##### Assessment criteria and grade descriptors in the form of a grid

Source: Reproduced, with permission, from Price & Rust (1999)

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| --- | --- | --- | --- | --- | --- |
| **CRITERION** | **A** | **B+** | **B** | **C** | **REFER/FAIL** |
| ***Thinking/analysis/conclusions*** | | | | | |
| Conclusions | Analytical and clear conclusions well  grounded in theory and literature showing development of new concepts | Good development shown  in summary of arguments based in theory/ literature | Evidence of findings and  conclusions grounded in theory/literature | Limited evidence of findings  and conclusions supported by theory/literature | Unsubstantiated/invalid  conclusions based on anecdote and generalisation only, or no conclusions at all |
|  | Can analyse new and/or abstract data and | Can analyse a range of | Can analyse with | Can analyse a limited range | Fails to analyse information |
|  | situations without guidance using a wide | information with minimum | guidance using given | of information with |  |
|  | range of techniques appropriate to the | guidance, can apply major | classification / principles | guidance using |  |
| Analysis | topic | theories and compare alternative |  | classification / principles |  |
|  |  | methods/techniques for |  |  |  |
|  |  | obtaining data |  |  |  |
|  | Able to recognise consistency and | Consistent understanding | Demonstrated | Attempts to demonstrate a | Understanding of the |
| Conceptualis- ation | reconcile inconsistency between information using cognitive and  hypothesising skills | demonstrated in a logical, coherent and lucid manner | understanding in a style which is mostly logical,  coherent and flowing | logical and coherent understanding of the subject  area but aspects become | assignment not apparent or lacks a logical and coherent  framework or the subject is |
|  |  |  |  | confused or undeveloped | confused or undeveloped |
|  | Consistently demonstrates application of | Clear application of theory | Demonstrates | Some evidence of critical | Lacks critical thought /analysis / |
| Critical reasoning | critical analysis well integrated in the text | through critical analysis/critical thought of the topic area | application of theory via critical analysis of the topic area | thought/critical analysis and rationale for work | reference to theory |
|  | Can critically review evidence supporting | Can select appropriate | Can evaluate the | limited and only partially | Fails to evaluate or use |
| Reflection/ evaluation | conclusions/recommendations including its  reliability, validity and significance and can investigate contradictory information/ | techniques of evaluation and  can evaluate the relevance and significance of data | reliability of data using  defined techniques and/or tutor guidance. | accurate evaluation of data  using defined techniques and/or tutor guidance. | techniques of evaluation, or evaluations are totally invalid. |
|  | identify reasons for contradictions. | collected. |  |  |  |
| Synthesis | With minimum guidance can transform  abstract data and concepts towards a given purpose and can design novel solutions | Can reformat a range of  ideas/information towards a given purpose | Can collect/collate and  categorise ideas and information in a predictable and standard format | Partially collects/collates  and categorises information in a structured way | No organisation of ideas and  information |
| Flexibility | Independently takes and understands  multiple perspectives and through these can develop/adjust personal point of view | Recognises multiple  perspectives which may affect personal view point | Can recognise  alternative perspectives | Limited ability to see  alternative perspectives | Fails to recognise alternative  perspectives |