

ICM CTP e-Portfolio Assessment Criteria (V03015):

[N.B. 'Weighting' refers to the relative contribution (importance) of each criterion to the overall percentage mark awarded for the final summative assessment.]

Grade → ↓ Criterion	Distinction (70–100%)	Merit (60–69%)	Pass (50–59%)	Marginal Pass (40–49%)		Marginal Fail (30–39%)	Fail (0–29%)
1. Skills Assessment Template (SAT) (Weighting 10%)	Fully completed SAT submitted; demonstrates critical reflection on the skills for the unit identifying both positive and negative aspects in all sections.	Fully completed SAT submitted; demonstrates critical reflection on the skills for the unit identifying both positive and negative aspects in most of the sections.	Fully completed SAT submitted; demonstrates critical reflection on the skills for the unit identifying both positive and negative aspects in some of the sections.	Almost fully completed SAT submitted (minor omissions); little reflection or only of a superficial quality.		SAT submitted but not complete; reflection not included.	No SAT submitted.
2. Identification of key concepts (Weighting 10%)	Identifies all key concepts.	Identifies almost all key concepts.	Identifies most of the key concepts.	Identifies only a few of the key concepts.		Identifies some concepts that are largely peripheral to the core argument (i.e. not key).	Fails to identify key or other concepts
3. Use of resources – Evidence (Weighting 40%)	Demonstrates comprehensive use of relevant evidence from the Personal Learning Archive; incorporates a wide range of relevant items from literature or other external material; all resources used are incorporated into the discussion with full critical reflection.	Demonstrates good use of relevant evidence from the Personal Learning Archive; incorporates a range of relevant items from literature sources or other external material; all resources used are incorporated into the discussion but with limited critical reflection.	Demonstrates some use of relevant evidence from the Personal Learning Archive but opportunities to use more are not taken; incorporates some relevant items from literature sources or other external material; resources used are not always incorporated into the discussion.	Demonstrates limited use of evidence from the Personal Learning Archive and opportunities to use more are not taken; incorporates few relevant items from literature sources or other external material; resources used are mostly not incorporated into the discussion.		Very little relevant evidence incorporated from the Personal Learning Archive and/or other external sources; resources used are not incorporated into the discussion.	No attempt at incorporating relevant evidence from the Personal Learning Archive and other external sources.

4. Quality of argument (Weighting 30%)	<p>Argument is consistently well-structured and develops logically and analytically throughout the assignment;</p> <p>argument is clearly expressed and integrates all of the constituent elements;</p> <p>conclusion strongly derives from the argument and contains well-reasoned inferences.</p>	<p>Argument is mostly well-structured and develops logically and analytically through much of the assignment;</p> <p>argument is clearly expressed and integrates most of the constituent elements;</p> <p>conclusion derives from the argument contains reasoned inferences.</p>	<p>Argument is structured and develops logically some of the time and with some analysis;</p> <p>argument follows a narrative thread but integrates few of the constituent elements;</p> <p>conclusion only partially derives from the argument.</p>	<p>Argument has a structure but lacks logical development and focused analysis;</p> <p>argument has a structure but integrates none of the constituent elements;</p> <p>conclusion barely derives from the argument.</p>		<p>Displays limited knowledge and lacks analysis;</p> <p>material is poorly used and arguments lack persuasion;</p> <p>assignment is largely descriptive;</p> <p>conclusion does not logically follow from the argument.</p>	<p>Poor or no structure;</p> <p>arguments have not been developed logically;</p> <p>No reasoned conclusion</p>
5. Use of chosen main medium (Weighting 10%)	<p>Completely competent use of chosen medium;</p> <p>style is fluent and imaginative and is easy to follow;</p> <p>appropriate and integrated use of mixed media*.</p>	<p>Appropriate use of chosen medium that communicates well;</p> <p>some use of mixed media*.</p>	<p>Style and layout communicate adequately;</p> <p>overall presentation sets out a clear story.</p>	<p>Style and layout sometimes difficult to understand; however the presentation tells a narrative story.</p>		<p>Uncertain use of the medium;</p> <p>ideas are not communicated clearly through the medium.</p>	<p>Confused presentation in terms of content and format;</p> <p>difficult or impossible to discern meaning.</p>

* Note: in this context *mixed media* refers to text plus figures (photos, illustrations, charts, tables) and/or video/audio