**Mark Sheet for Postgraduate Diploma - Library Project – Reading & Writing**

**Participant CID:**

**Title of work:**

|  |
| --- |
| First / Second marker *(Delete as applicable)* |

**Marker’s Name:**

**Instructions**

1. Please read the grade guidelines and enter comments under the headings below.
2. Then reach an overall judgement about the quality of the work, using the grade criteria for the programme and learning outcomes for the module to guide your judgement. 50% or more represents a pass mark.
3. Please tick one box below to indicate the grade that corresponds best to your overall judgement and indicate the percentage score.

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| --- | --- | --- | --- | --- | --- |
| Please tick appropriate box | **Grade: Ungraded** 39% or less | **Grade D (fail)** 40-49% | **Grade C** 50-59% | **Grade B** 60-69% | **Grade A** 70-100% |
| Please give % mark |  |  |  |  |  |

**Comments**

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| Integration and Application |
| 1. Demonstrates reading and comprehension of different types of literature. |
| 1. Is able to demonstrate how different types of literature might be relevant to an area of their own practice. |
| Critical Use of Literature |
| 1. Identifies different viewpoints in the literature and explains how they might relate to one another. |
| 1. Is able to engage critically with the literature by identifying strengths and weaknesses within the arguments and claims of the literature. For example, by considering the warrant, the context, the application or the method used in the literature. |
| Reflection Insight and Evaluation |
| 1. In the context of the reading, demonstrates reflection and evaluation of own and others’ teaching practices. |
| Understanding and Relevance |
| 1. Demonstrates an understanding of relevant knowledge, concepts, theories, issues, policy, ideas and their applications to practice (students should refer to two or more of these components as appropriate to their assignment). |
| 1. Demonstrates an ability to make relevant connections between the knowledge, concepts, theories, issues, policy, ideas and their applications to practice, which make up the content of the assignment. |
| Reasoning Structure and Argument |
| 1. The writing is structured in a way which demonstrates a narrative and/or has a clear rationale. |
| 1. Presents arguments that are developed and defended through the use of theory, practice or empirical evidence (students should refer to two or more of these components as appropriate to their assignment). |
| Independence |
| 1. Demonstrates an ability to challenge ideas from the literature and/or current practice. |
| 1. Is able to generate solutions, which may show creativity and innovation. This might be demonstrated in a number of different ways, but there is no requirement here to show originality. |
| Academic Structure and Presentation |
| 1. The work is appropriately structured and organised. |
| 1. There is a good standard of presentation which includes; clarity of expression, use of appropriate educational language, correct (Harvard) referencing and overall accuracy. |
| Overall Comments |

**Grade guidelines**

**GRADE A performance is characterised by:**

* deep understanding of key concepts and ideas relevant to the topic;
* integration and use of knowledge, theory, policy (when applicable) and practice;
* wide reading and understanding of relevant literature and research, demonstrating a critical stance;
* independence of thought and argument; creativity, innovation and solution finding;
* the exercise of sound, evidenced judgement in the education arena;
* complex and insightful reflection on and critique of own teaching practices and those of others;
* sophisticated reasoning, the discussion having a tight structure and the ideas being well substantiated in appropriate ways and presented lucidly and cogently; contrasting viewpoints evaluated and steady argument maintained;
* excellent use of appropriate research methods and modes of analysis, written up in an appropriate style and at a length commensurate to the extent and import of the findings.

**GRADE B performance is characterised by:**

* accurate mention showing considerable understanding of main knowledge, concepts, theories, policy (when applicable), ideas and practice relevant to the topic;
* some connections made between theory, policy and practice;
* familiarity with mainstream texts and research findings; some critique of these, but lacking true penetration;
* well reasoned and ordered arguments;
* reasonable grasp of technical and applied/practical aspects;
* reflection on and critique of own teaching practices and those of others;
* ability to offer a clear and solid argument, but showing little evidence of creativity; a clear structure and development of the exposition; some appreciation of different viewpoints;
* use of appropriate research methods and modes of analysis written up in a workman like and organised manner.

**GRADE C performance is characterised by:**

* some but limited grasp of main knowledge, concepts, theories, issues policy, ideas and practice relevant to the topic and some connections made between them;
* evidence of knowledge of the basic literature and research findings;
* some evidence of ability to reflect and critique own teaching practices and those of others;
* acceptable discussion, but without substantial development; some structure;
* a little awareness of differing viewpoints and the relationship between them;
* little independence of thought, ideas and findings being uncritically accepted from the literature and research; limited ability to suggest solutions;
* use without major errors of recognised research methods and analysis; written up and organised in a manner that enables the work to be understood.

**GRADE D performance (Fail) is characterised by:**

* limited grasp or flawed understanding of main knowledge, concepts, theories, issues policy, ideas and practice relevant to the topic and few connections made between them;
* poor knowledge of and use of literature and research findings;
* little evidence of ability to reflect and critique own teaching practices and those of others;
* little discussion and lacking adequate development and structure;
* poor awareness of differing viewpoints and the relationships between them;
* little independence of thought; ideas and findings being uncritically accepted from the literature or research;
* poor use of research methods and analysis; poor writing up and organisation such that the reader cannot readily trace what was done/found.

**UNGRADED (Fail) performance is characterised by:**

* poor grasp or misunderstanding of main knowledge, concepts, theories, issues policy, ideas and practice relevant to the topic and failure to make connections between them;
* showing signs of not having read, or not having understood central texts and research findings relating to the topic in question;
* very little indication of awareness of key issues;
* very little or no evidence of ability to reflect and critique own teaching practice and those of others;
* poor or no discussion and lack of development and structure;
* very little or no awareness of differing viewpoints and the relationships between them;
* very little or no independence of thought with ideas and findings being uncritically accepted from the literature or research;
* poor or inappropriate use of research methods and analysis; poor writing up and organisation such that the reader cannot readily trace what was done/found.