## Marking Schedule for End of Module Report. ID4002 2024-2025

**Student’s Name**

**Marker’s Name**

**Overall Mark on 20-point scale:-**

Overall comments.

Qualitative indicators that guide the awarding of an overall mark. Markers are requested to circle the relevant boxes within the two grids of qualitative indicators.

These are qualitative indicators of the level of achievement in each category and are intended to give a structure to the feedback and contribute to the assignment of the final mark for the module report according to the Mark Descriptors. Please note that you cannot use the qualitative indicators to *calculate* the overall mark.

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| --- | --- | --- | --- | --- | --- | --- |
|  | **Fail** **0-6** | **Poor** **7-10** | **Adequate** **11-13** | **Good** **14-16** | **Excellent** **17-18** | **Outstanding** **19-20** |
| Clear description of aims of the placement. | Absent or very unclear.  | Unclear aims. | Aims are stated. | Good description of aims. | Excellent description of aims. | Outstanding description of aims. |
| Ability to self-reflect and to demonstrate *progress* during the module. | Not demonstrated. | Very little evidence of self-reflection or progress. | Limited evidence of self-reflection or progress. | Clear evidence of self-reflection and progress. | Substantial evidence of self-reflection and progress. | Outstanding evidence of self-reflection and progress. |
| Understanding of key issues associated with communicating and teaching school pupils. | No significant understanding demonstrated. | Little understanding demonstrated. | A satisfactory understanding of the issues. | A good understanding of the issues is clear. | A clear and excellent understanding of the issues. | An outstanding understanding of the issues. |
| Creativity in thought, integration of material or perspective on educational issues. | No significant creativity or perspective demonstrated. | Limited creativity or perspective demonstrated. | Some elements of creativity and perspective are apparent. | A good standard of creativity and perspective is apparent. | Excellent standard of creativity or perspective. | Outstanding creativity and perspective. |
| Critical evaluation of educational issue(s). | No evidence of critical appraisal. | Very limited evidence of critical appraisal. | Limited evidence of critical appraisal. | Clear evidence of critical appraisal. | Substantial evidence of well-informed critical appraisal. | Extensive evidence of insightful critical appraisal. |

/grid continued overleaf

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|  | **Fail** **0-6** | **Poor** **7-10** | **Adequate** **11-13** | **Good** **14-16** | **Excellent** **17-18** | **Outstanding** **19-20** |
| Organization of material. | Very poor. | Disorganised work, too long/short. | Balanced work, not always logically structured, appropriate length. | Logical structure, appropriate length. | Logical structure with appropriate balance between the elements of the project, coherent narrative. | Excellent structure and balance between elements of the project, very clear narrative. |
| Researching and using relevant source material. | Poor. | Not clearly demonstrated. | Only “obvious” source material has been used (e.g. from module booklet), or good material used in a superficial way. | Obvious source material but also evidence of independent research, linked well into the text. | Wide and insightful use of relevant source material, well integrated into arguments. | Outstanding use of relevant source material. |
| Integrating information from various sources (including classroom experience, published literature and own research). | Little (or no) information given, substantial errors of fact. | Superficial. Some key information ignored or some errors of fact. | Satisfactory.  | Good knowledge and appropriate use of information from several sources, cited well. | Widespread knowledge and use of information from a range of sources, demonstrates awareness of latest literature, well cited. | Extensive knowledge and use of information from a wide range of well cited sources including the latest literature. |
| References to source material. | Inadequate in either presentation or number. | Limited/excessive references used and/or with many errors. | Occasional errors. | Good standard with very occasional errors. | Excellent standard with only minor errors. | Outstanding with no errors. |
| Writing style, accuracy of spelling and punctuation. | Poor writing style with inadequate spelling or punctuation. | Poor writing style with wide spread spelling or punctuation errors. | Satisfactory writing style with occasional spelling or punctuation errors. | Good writing style, very occasional spelling or punctuation errors. | Clearly written, only minor spelling or punctuation errors. | Very clearly written and easy to follow, no spelling or punctuation errors. |