**Special Project Proposal Marking Schedule**

Candidate: 1st Marker:................

Title of Project:

Date:mark: ......./20

General Criteria With Bandings

1 = excellent; 2 = very good; 3 = good; 4 = acceptable; 5 = inadequate

Criteria A – K are not all of equal importance so the indicators within the bandings

cannot be used to calculate the mark.

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|  **Assessment Criteria** | **Bandings** |
|  |  | **1** | **2** | **3** | **4** | **5** |
| A | Clarity of introduction, including classroom context. |  |  |  |  |  |
| B | Clarity and appropriateness of aims of Special Project (e.g. degree of challenge for student and for pupils; scientific content).  |  |  |  |  |  |
| C | Quality of link between pedagogical input and learning outcomes (including references). |  |  |  |  |  |
| D | Evidence of links with relevant curriculum (e.g. Curriculum for Excellence) / teacher advice /context for learning. |  |  |  |  |  |
| E | Methodology and lesson plans (clarifying whether activities are new or exist in school already).  |  |  |  |  |  |
| F | Plans for feedback and evaluation. |  |  |  |  |  |
| G | Feasibility (identification of potential issues). |  |  |  |  |  |
| H | Identification of hazards (if applicable) and associated control measures. |  |  |  |  |  |
| I | Choice of reference sources. |  |  |  |  |  |
| J | Presentation and layout . |  |  |  |  |  |
| K | Appendices (if applicable). |  |  |  |  |  |

**GENERAL COMMENTS:**

Criteria A – K are not all of equal importance so the indicators within the bandings cannot be used to calculate the mark for the assignment. The more holistic criteria below will be used, informed by the banding scores above.

18-20 – Outstanding to exceptional performance. The material provided shows that the student has understood the issues fully, has made good links where appropriate to the literature, classroom observations, and ID4002 seminars, has made fully-justified suggestions for the work, is suggesting original ideas, has planned outstandingly well, and has explained this in a full but concise manner.

16-17 – Very high level of performance, at the 2I-first equivalent boundary. The material provided is almost as good as that for the 18-20 range, but there are minor deficiencies.

14-15 – High level of performance, at 2I level. The material provided shows that the student has understood the issues well, has made reasonable links where appropriate to the literature, classroom observations, and ID4002 seminars, has made reasonably-justified suggestions for the work, and has a workable plan.

11-13 – Fair level of performance, at 2II level. The material is almost as good as that described in the 14-15 section, but there are areas where more development is needed. Significant work needs to be done on developing the proposal before the detailed planning for classroom activities take place.

8-10 – Barely adequate performance, around third class level. The work shows some evidence of thought and planning, but there are significant issues that need to be addressed.

7 – Material is at the minimum level of attainment required for a bare pass.

Less than 6 – Attainment is not high enough to merit a passing grade.