Assessment Marking Guide

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Purpose: The purpose of this policy is to set out an overall guide to marking assessment at the EIT.

Scope: This policy applies to:

- all relevant EIT staff – permanent, part-time and casual
- all students enrolled in courses of study

Overview: Assessment is a process that serves a range of purposes including the development of student learning (formative), making judgements of student learning (summative) and monitoring student learning as a means of measuring the effectiveness of teaching (evaluation). The overall marking guide sets the overall requirements for each grade level and is intended to be used in conjunction with the Unit Guides and individual marking criteria and guides for each unit.

Essential Supporting Documents: This policy should be read in conjunction with the EIT Student Handbook.

Related Documents:
- Assessment – A Code of Practice
- Assessment, Moderation and Progress Policy
- Assessment, Moderation and Progress Procedure
- Students at Risk Policy
- E-Learning Assignment Guidelines
- Code of Conduct for Students
- Academic Honesty Policy
- Academic Integrity and Plagiarism Detection Policy and Software Guidelines
- Academic Misconduct Policy
- The EIT Ethics Statement
- Complaint, Grievances and Appeals Procedure
- Student Consultation Policy
The Dean, the Teaching and Learning Committee and the Academic Board are primarily responsible for setting academic standards and thus the operation of this policy. They are responsible for the development of assessment procedures, the monitoring and improvement of the quality of assessments and the reviewing of student results to address any inconsistencies.

1.0 Providing students with assessment requirements

Students will be informed about the expectations of assessment. Assessment tasks must align with learning outcomes which reflect the unit learning objectives and relevant graduate attributes, which should be provided to students at the beginning of the semester. They should fairly, validly and reliably measure student performance of intended learning outcomes and define and maintain academic standards.

Assessment Guidelines
With regard to participation, instructors are required to monitor each student’s interaction and contribution during webcasts. For each webcast instructors will be required to complete a participation grading sheet. A student will be allocated a participation mark, for each topic, based on the levels set out below.

Assessments can include various component types. Those frequently used by the EIT include:

- Participation in on-line, group seminars, workshops, laboratories and other teaching programs.
- Completion of assignments as set by the lecturer in the course unit
- Examinations based on the content of the course unit
- Completion of designs, reports and dissertations as required for the course unit.

Assignments and webcasts are designed to ensure that each student has understood the topics covered, and is ably prepared to apply this knowledge in the real world.

With regard to the awarding of grades, the following classifications and assessment guidelines are used for all assessment activities.

Grade: A
Mark Range: 80–100
Description: Excellent
Assessment Guidelines:
The student demonstrates ability to use the full range of learning resources consistently and correctly communicates using precise industry and technical terminology and demonstrates critical judgement and sound reasoning to organise and evaluate in relation to the set task.
The student demonstrates a thorough understanding and application of a range of tools and theoretical applications, including an extensive understanding of the theory covered, an in-depth industry and technical knowledge of relevant drawings, diagrams and documentation that are relevant to industry practice and a capacity to accurately and logically apply relevant formulae and perform mathematical calculations.

The student participates and engages confidently in academic and professional communication with others.

**Grade: B**  
**Mark Range: 70–79**  
**Description:** Very Good  
**Assessment Guidelines:**

The student manages their own learning using the full range of resources for the specific discipline with minimum guidance, communicates using specific industry and technical terminology and demonstrates a detailed understanding and application of a range of tools and theoretical applications.

The student demonstrates detailed industry and technical knowledge and understanding relevant to specific competencies, demonstrates an understanding of the theory covered as it applies to industry and has the capacity to analyse all elements of specific tasks within the topic, including a thorough understanding of drawings, diagrams and documentation and their importance in industry practice.

The student demonstrates capacity to organise and evaluate and logically and competently apply relevant formulae and perform mathematical calculations.

The student participates effectively in academic and professional communication with others.

**Grade: C**  
**Mark Range: 60–69**  
**Description:** Good  
**Assessment Guidelines:**

The student manages learning using resources for the discipline, communicates using appropriate industry and technical terminology and demonstrates a sound understanding and application of the performance required in the use of a range of tools and theoretical applications.

The student demonstrates sound industry and technical knowledge and understanding relevant to specific competencies, demonstrates a basic understanding of relevant theory as it applies to industry, including a general understanding of drawings, diagrams and documentation and their relationships to industry practice and a capacity to analyse elements of specific tasks.

The student has the capacity to structure written responses in a descriptive manner, logically apply relevant formulae and perform mathematical calculations.

The student participates and contributes in group discussions.
Grade: D  
Mark Range: 50–59  
Description: Pass  
Assessment Guidelines:  
The student works within an appropriate ethos, can use and access a range of learning resources and communicates using basic industry and technical terminology.  
The student demonstrates an understanding of the performance required in the use of a limited range of tools and theoretical applications, demonstrates basic industry and technical knowledge and understanding relevant to specific competencies and comprehends basic elements of specific tasks in the topic, including a general understanding of drawings, diagrams and documentation.  
The student displays a limited understanding of the theory covered as it applies to industry, demonstrates a basic understanding of the application of formulae and mathematical calculations and structures written responses using unsupported generalisations.  
The student’s participation and contribution is limited.

Grade: N  
Mark Range: 0–49  
Description: Fail  
Assessment Guidelines:  
The student accesses and uses a limited range of learning resources, communicates using non-industry specific terms and demonstrates a superficial understanding of the performance required in the use of a limited range of tools and theoretical applications.  
The student demonstrates limited technical and industry knowledge and understanding relevant to specific competencies, recounts elements of specific tasks in the topic and displays only an elementary understanding of the theory covered as it applies to the industry with a limited understanding of drawings, diagrams and documentation.  
The student structures written responses using unsupported generalisations and irrelevant material, demonstrates only a limited ability to apply relevant formulae and perform mathematical calculations.  
The student rarely communicates and participates.

The requirements of all assessment activities  
Each unit will have learning outcomes that are informed by assessable tasks developed to measure student achievement of unit learning outcomes. The standards are developed by applying professional judgments about expected levels of student performance that can be benchmarked against acceptable levels of performance within the field of study.
The criteria and standards of performance should be developed for each assessment activity based on criteria published in the course unit outline and learning guide.

**The marking criteria and standards for each assessment activity**

Students will be advised in the Learning Guide how all final marks and grades are to be determined in accordance with the EIT's Assessment Guidelines set out above. With regard to grade disputation, if a student disputes the mark given, the student should submit a formal request for a remark to the lecturer. Another lecturer will be requested to mark the assessment and the new mark will apply (even if it is less than the original mark).