Example assessment & marking criteria

Evaluative Report

# Evaluative Report example

This assessment task description and marking criteria and standards have been developed using the steps outlined on the [marking criteria and rubrics site](https://www.csu.edu.au/division/learning-teaching/assessments/rubrics-and-marking-criteria).

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| **Assessment type:** | **Evaluative Report** |
| **Subject:** | **INF532 - Knowledge Networking for Educators**This subject examines the educational practices of connected learning environments within distributed networks of people and institutions, including schools, information organisations and online communities. Knowledge networking is introduced as an active and complementary partnership of online tools, information access, information distribution and pedagogic practices, which are underpinned by social, ubiquitous, blended and personalized learning. Research foundations and case studies will define the value and function of personal knowledge networks. The subject examines tools and opportunities to produce, circulate, curate and comment on new media and explore the affordances of popular peer-culture tools and community-based knowledge for connected learning. |
| **Subject learning outcomes:** | Be able to:* be able to understand the life-cycle of information, its history and its future;
* be able to locate and evaluate a range of innovative online tools and spaces for creative knowledge production and learner engagement;
* be able to use a suite of new media tools for information management, content creation, content curation, collaborative work, and connecting social networks and communities of practice within and beyond the school;
* be able to describe and critique the interplay between formal and informal learning in physical and digital venues, and approaches such as the flipped classroom;
* be able to build on knowledge networking to strengthen school-based classroom engagement and learning through intentional and reflective online instructional design;
* be able to design, develop and deploy products, tools or strategies that show an understanding of education informatics; and
* be able to utilise a personal learning network to enhance professional growth, personal knowledge management and collective intelligence practices.
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| **Assessment task:** | Assessment task 3b. Evaluative Report (40%) |
| **Value & length:** | 1800 words |
| **Task description:** | Part B: Evaluative Report (no more than 1800 words)Write an evaluative report on your learning in INF532 this session. Include:(a) an evaluative statement using the networked learning experiences documented on your Thinkspace blog as evidence of meeting the learning objectives of this subject (900 words); and(b) a reflective statement on your development as a connected educator as a result of studying INF532, and the implications for your role as a ‘connected leader’ within your school community, and/or at district/state/national level (900 words).Note this evaluative report should be published as the final entry (or page) on your knowledge networking blog. |
| **Rationale:** | This assignment provides students with opportunities to:* Demonstrate ongoing reflective practice during the subject
* Demonstrate how knowledge and information engagement in connected learning environments are an essential combination of online tools, spaces and activities in a participatory culture
* Demonstrate an active engagement with knowledge networking environments and innovative social networking tools, content curation platforms, and creative knowledge production applications to support their own informational, educational, social and personal needs, as well as those of their colleagues and students.

This assignment is designed to assess all learning outcomes, with particular emphasis on 5, 6 and 7. |

## Marking criteria & standards of performance

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| Criteria | High Distinction | Distinction | Credit | Pass | Fail |
| PART B: Evaluative Report - blog post |
| Comprehension and analysis: Evaluative statement demonstrates engagement with networked learning experiences.Demonstrates quality research and academic writing skills using appropriate scholarly conventionsReference list at the end of the blog post conforms to APA (6th) referencing style. 20 marks | Draws from the literature beyond the readings to support justifications. Accurately engages with the range and breath of the concepts, theories and practical applications of knowledge networking. Demonstrates sophisticated critical research, analysis and synthesis skills, using ideas and principles beyond those introduced in the modules. Argument flows, writing, referencing and online attribution are free from error, demonstrating an outstanding level of research undertaken.  | Draws from the literature beyond the readings to support justifications. Evidence of precise engagement with the concepts and theories pertinent to the concepts, theories and practical applications of knowledge networking. Demonstrates competent analysis using ideas and principles beyond those introduced in the modules. Argument flows, writes with clarity. Use of scholarly conventions reflects a high level of research undertaken. Few errors in online attribution and referencing. | Assignment well informed by the readings and goes beyond key texts. Makes connections between the concepts, predominant ideas and practical applications relevant to knowledge networking. Evidence of analysis using ideas and principles introduced in the module. Use of scholarly conventions reflects a sound level of research undertaken. Infrequent errors and minor omissions in online attribution and referencing. | Draws from course readings Descriptive narrative with some discussion using ideas and principles introduced in the module. Is abreast of the main relevant connections and practical applications in knowledge networking. Use of scholarly conventions reflects an adequate level of research undertaken. May have errors in online attribution and/or omissions in reference list. | Unfamiliar with concepts relevant to the knowledge networking. No evidence of research in the course literature. Descriptive narrative and includes frequent unsupported facts and opinions. Use of scholarly conventions reflects the level of research undertaken which was minimal. Many errors and omissions in attribution and reference list.  |
| Synthesis: Reflective statement demonstrates understanding and evaluation of development as a ‘connected’ educator20 marks | Provides a critical and creative reflective statement that provides sophisticated synthesis of knowledge networking, and insightful reflection of development as a ‘connected’ educator and leader. Evaluation provides a connected interpretation, linking all aspects of the knowledge networking experience with intuitive insights.  | Provides an in-depth reflective statement that provides synthesis and reflection of interconnections of ideas and experiences in development as a ‘connected’ educator and leader. Evaluation provides quality scrutiny of all aspects of the knowledge networking experience.  | Provides a reflective statement that shows conceptualization and synthesis of ideas, but which may be a mix of descriptive and reflective thinking in demonstrating development as a ‘connected’ educator and leader. Evaluation provides a coherent interpretation of the knowledge networking experience.  | Provides a reflective statement that is appropriate, though limited in some elements of synthesis of ideas. Tentative presentation of ideas and interconnections that influence development as a ‘connected’ educator and leader. Evaluation provides a foundational interpretation of the knowledge networking experience.  | Understanding is vague, and reflective statement shows little or no understanding of being a ‘connected’ educator or leader. Evaluation is limited or descriptive. |