Portfolio C – Self Reflection Marking Rubric

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| **Baseline Performance indicators** | **Exceeds Standard** | | **Meets Standard** | | **Yet to Achieve Minimum Standard** |
| **Performance levels**  **Performance**  **criteria** | (70%+) | | (50-69%) | | (0-49%) |
| **Grades** | **HD** | **D** | **C** | **P** | **N** | |
| **Task 1:** **(**4 marks) | The student provides a comprehensive list of the tasks undertaken, and explains in detail what they have learnt.  4 | The student provides a comprehensive list of the tasks undertaken, and explains what they have learnt, but not in detail.  2.8 | The student provides a list of the tasks undertaken, and explains what they have learnt.  2.4 | The student provides a lists of the tasks undertaken, with a limited explanation of what they have learnt.  2 | The student does not provide a list of the tasks undertaken, or the list is not relevant and provides little or no explanation of what they have learnt. 0 | |
| **Task 2:** (2 marks) | The student provides a comprehensive and detailed list of the resources used, and an explanation of how they have been used.  2 | The student provides a comprehensive but not detailed list of the resources they have used.  1.4 | The student provides a list with a limited explanation of the resources they have used.  1.2 | The student provides a basic list of the resources they have used without explanation.  1 | The student does not provide a list of the tasks undertaken, or the list is not relevant and provides little, or no explanation of how the resources have been used. 0 | |
| **Task 3:** (4 marks) | Provides a comprehensive, balanced and detailed self-reflection of your own performance, and reflect upon the way in which their performance is linked with the assessed tasks.  4 | Provides a comprehensive, balanced but not detailed self-reflection of performance, and provide some details concerning the way in which your performance is linked with the assessed tasks.  2.8 | Provides a balanced but not detailed self-reflection of your own and provide limited details concerning the way in which their performance is linked with the assessed tasks.  2.4 | Provides a self-reflection that is simply listed concerning your own performance. The link between performance and assessed tasks is unclear.  2 | Does not provide a self-reflection of your own performance, or the information is not relevant. Neither do they make a link between the way in which their performance is linked with the assessed tasks.  0 | |
| **Task 4:** (3 marks) | The student provides a comprehensive, balanced and detailed self-evaluation of their own and their team’s performance, and reflect upon the way in which their performance is linked with the assessed tasks  3 | The student provides a comprehensive, balanced but not detailed self-evaluation of their own and their team’s performance, and provide some details concerning the way in which their performance is linked with the assessed tasks  2.1 | The student provides a balanced but not detailed self-evaluation of their own and their team’s performance, and provide limited details concerning the way in which their performance is linked with the assessed tasks  1.8 | The student provides a self-evaluation that is simply listed concerning his or her own performance. The link between performance and assessed tasks Is unclear  1.5 | The student does not provide a self-evaluation of their own and/or their team’s performance, or the information is not relevant. Neither do they make a link between the way in which their performance is linked with the assessed tasks  0 | |
| Task 5: (3 marks) | Explores ideas and strategies vigorously, supports points fully using a balance of subjective and objective evidence, reasons effectively making useful distinctions. 3  6 | Supports most ideas and strategies with effective examples, references, and details, makes key distinctions.  2.1 | Presents strategies and ideas in general terms. Ideas and strategies have generally been supported with logical reasoning.  1.8 | Development of strategies and ideas is poor and unsupported.  1.5 | Have not clearly articulated any strategy and idea used.  0 | |
| Task 6: (4 marks) | The student provides a comprehensive and detailed summary of what they have learnt, and points the way forward to further learning opportunities.  4 | The student provides a good summary of what they have learnt, and points the way forward to further learning opportunities.  2.8 | The student provides a summary of what they have learnt, with a limited explanation of further learning.  2.4 | The student provides a summary of what they have learnt.  2 | The student’s answer is not relevant and lacks clarity. The summary is poor and/or make no reference to opportunities for further learning.  0 | |
| **Total** | **20** | **14** | **12** | **10** | **0** | |