

1. In your modules Blackboard site, create a new item in the left-hand menu called 'Marking Criteria and Assignment Briefs'

The screenshot shows a Blackboard course site for '2018/9: MOLECULAR PLANT-MICROBE INTERACTIONS - SEM2 - B'. The left-hand navigation menu includes 'Announcements', 'Module outline', 'Lecture material', 'Marking Criteria and Assignment Briefs', 'Reading List', 'Blackboard Support', and 'Formative Assessment'. The 'Marking Criteria and Assignment Briefs' item is highlighted. The main content area displays the 'Announcements' section with a 'Create Announcement' button and a 'New announcements appear below this line' separator. Below the separator, there is an announcement titled 'Welcome to Molecular Plant-Microbe Interactions' posted on Tuesday, 15 January 2019 10:05:07 o'clock GMT. The announcement text begins with 'Dear all,'.

2. Create an Assessment Brief document using the template document ('Assessment brief v3.docx' or a later version). The bits in yellow indicate where text should be added.

Assessment Brief

Common name of assignment, e.g. Genetics Essay

Module code	BIO- <u>xxxxx</u>
Formative/Summative	Formative / Summative
Item number	001
Item title	As it appears on eVision e.g. 'Essay (1500 words)'
Weighting	X% of total mark for the module

Submission format	The work should be submitted as aPDF through the E-vision / Blackboard submission system. The work should be submitted as a hard copy print out to the Science LTS Hub (E. Fry building)
--------------------------	---

Submission date	Advised through your personal eVision account
Additional submission requirements (if any)	
Word Limit/Guide	Xxxx words
Referencing Style	Harvard (Link to guidance on referencing)
Expected number of	No formal requirement / X references from

3. Create a 'Marking Criteria' document using one of the supplied templates ('Marking criteria for essays v4.docx' or 'Marking criteria for practical reports v2.docx'). You can use these as they come, modify them, or use something completely bespoke if you think that that is more appropriate.


Essay marking criteria						
Marked in accordance with the Senate Scale.						
Please note that categories ('Research', depth, detail, understanding, analysis and synthesis' etc.) are not equally weighted and weighting may vary from one assignment to another.						
	Poor (<40)	Satisfactory (40s)	Fair (50s)	Good (60s)	Very good (70s)	Excellent (80+)
Research depth, detail, understanding, analysis and synthesis	Unsatisfactory level of research. Unsatisfactory understanding and analysis. Major omissions or errors. Research not integrated into the account or not relevant to the topic. Over use of lengthy direct quotes from references.	Barely satisfactory level of research. Barely satisfactory understanding and analysis. Very significant omissions or errors. Research poorly linked to the essay topic.	Fair level of research. Fair understanding and analysis. Some significant omissions or errors. Research imperfectly linked to the essay topic and discussion.	Good level of research. Good understanding and analysis. Lacks some depth. Some omissions and errors. Research directed at the essay topic and used to aid the discussion.	Very good level of research. Very understanding and analysis. May have minor omissions and errors. Information, detail and ideas from research linked well to the flow of discussion in the essay.	Excellent level of research. Excellent understanding and analysis. Impressive command of the topic. Some original thinking.
Referencing and acknowledging research	There are no references or references are to inappropriate sources (e.g. Wikipedia or other websites).	There are few references and citations. Much information is not clearly supported by a cited reference. Many paragraphs have only one citation. Incorrect (non-Harvard) formatting has been used.	Some information is not clearly supported by a cited reference. Harvard style used but there are errors, such as references not listed alphabetically, some references incomplete, style is inconsistent.	All information is clearly supported by cited references. Harvard style has been followed with few errors.	All information is clearly supported by cited references. Harvard style has been followed with no errors.	As 70s plus a sophisticated integration of referencing with sentence and paragraph structure that enables a flow of ideas.
Figures	No figures or no appropriate figures.	Some figures but there are parts where one would have been useful but none is	Fair use of figures but still some omissions. Quality of figures may be variable, lacking	Good figures used appropriately, supporting and extending text to good effect, but with	High-quality figures used appropriately, supporting and extending text to very good effect.	As 70s with no significant omissions or errors. Diagrams may be hand drawn.

4. Upload the two documents to the 'Marking Criteria and Assessment Briefs' section of Blackboard that you created in 1.


2018/9: MOLECULAR PLANT-MICROBE INTERACTIONS - SEM2 - B ▼ Marking Criteria and Assessment Briefs

Marking Criteria and Assessment Briefs ▼

Build Content ▼ Assessments ▼ Tools ▼ Partner Content ▼



Assessment brief 6007B Written Assignment ▼



Marking criteria 6007B Written Assignment ▼

2018/9: MOLECULAR PLANT-MICROBE INTERACTIONS - SEM2 - B

- Announcements
- Module outline
- Lecture material
- Marking Criteria and Assessment Briefs
- Reading List
- Blackboard Support
- Formative Assessment

5. As well as providing marking criteria in advance to students it is intended that the Marking Criteria documents ('Marking form for essays v4.docx' or 'Marking form for practical reports v2.docx' or something bespoke) are used for providing feedback to the student. Relevant text is highlighted or circled:

Essay marking criteria						
Marked in accordance with the Senate Scale.						
Please note that categories ('Research', depth, detail, understanding, analysis and synthesis' etc.) are not equally weighted and weighting may vary from one assignment to another.						
	Poor (<40)	Satisfactory (40s)	Fair (50s)	Good (60s)	Very good (70s)	Excellent (80+)
Research depth, detail, understanding, analysis and synthesis	Unsatisfactory level of research. Unsatisfactory understanding and analysis. Major omissions or errors. Research not integrated into the account or not relevant to the topic. Over use of lengthy direct quotes from references.	Barely satisfactory level of research. Barely satisfactory understanding and analysis. Very significant omissions or errors. Research poorly linked to the essay topic.	Fair level of research. Fair understanding and analysis. Some significant omissions or errors. Research imperfectly linked to the essay topic and discussion.	Good level of research. Good understanding and analysis. Lacks some depth. Some omissions and errors. Research directed at the essay topic and used to aid the discussion.	Very good level of research. Very understanding and analysis. May have minor omissions and errors. Information, detail and ideas from research linked well to the flow of discussion in the essay.	Excellent level of research. Excellent understanding and analysis. Impressive command of the topic. Some original thinking.
Referencing and acknowledging research	There are no references or references are to inappropriate sources (e.g. Wikipedia or other websites).	There are few references and citations. Much information is not clearly supported by a cited reference. Many paragraphs have only one citation. Incorrect (non-Harvard) formatting has been used.	Some information is not clearly supported by a cited reference. Harvard style used but there are errors, such as references not listed alphabetically, some references incomplete, style is inconsistent.	All information is clearly supported by cited references. Harvard style has been followed with few errors.	All information is clearly supported by cited references. Harvard style has been followed with no errors.	As 70s plus a sophisticated integration of referencing with sentence and paragraph structure that enables a flow of ideas.
Figures	No figures or no appropriate figures.	Some figures but there are parts where one would	Fair use of figures but still some omissions. Quality	Good figures used appropriately, supporting and	High-quality figures used appropriately, supporting and	As 70s with no significant omissions or

This is useful because it not only gives the students information on why the mark was awarded but also gives them a sense of how to improve.