

Charity fundraising project – Chris Owen (c.owen@aston.ac.uk)

Assessment rubric. The following table identifies the descriptors for the different levels of achievement in the portfolio.

Mainly text based portfolio

Element	<40%	40-49%	50-59%	60-69%	70-79%	80%+
Application of relevant themes (35%)	Student does not demonstrate adequate understanding of the relevant themes. Student does not demonstrate understanding of relevant theory. Student does not provide sufficient examples to support critical analysis.	Student demonstrates good understanding of the relevant themes, but there may be gaps in places. Understanding of relevant theory may be limited. Student provides examples to support critical analysis, but the examples may not be detailed or entirely relevant.	Student demonstrates thorough understanding of the relevant themes. This is evidenced by the demonstration of understanding the relevant theory and its application in this context. Student provides examples to support critical analysis.	Student demonstrates very good understanding of the relevant themes. This is evidenced by the demonstration of understanding the relevant theory and its application in this context. Student provides examples to support critical analysis.	Student demonstrates excellent understanding of the relevant themes. This is evidenced by demonstrating understanding of relevant theory and how it has applied in the context of the project. Excellence is also achieved by demonstrating an appreciation of the links between the theories. Student provides examples to support critical analysis. Student provides evidence of additional research to supplement core teaching.	Student demonstrates excellent understanding of the relevant themes. Student provides a wide range of examples to support critical analysis. Student provides evidence of significant additional research to supplement core teaching. Student is innovative in the approach to the themes, bringing in significant additional perspectives from own research.
Use of sources and referencing (5%)	There are problems with referencing.	Student provides good referencing for sources to support analysis, but there may be issues of accuracy.	Student provides good referencing for sources to support analysis.	Student provides very good referencing for sources to support analysis	Additional examples are well referenced.	Additional examples are well referenced.
Quality of reflection (20%)	Student does not demonstrate a good understanding of the process of reflection. Sufficient examples are not provided to support the reflection. Student does not follow the full reflective cycle.	Student demonstrates a good understanding of the process of reflection, but there are some gaps in understanding. Examples are provided to support the reflection, but there may be issues of detail or relevance. Student may not follow the full reflective cycle.	Student demonstrates a good understanding of the process of reflection. Examples are provided to support the reflection. Student follows the full reflective cycle.	Student demonstrates a very good understanding of the process of reflection. Several examples are provided to support the reflection. Student follows the full reflective cycle.	Student demonstrates an excellent understanding of the process of reflection. Several relevant examples are provided to support the reflection. Student follows the full reflective cycle. The depth of the reflection is very good.	Student has done additional research on the reflective process. Student has been innovative in the choice of examples to support the reflection. The student follows the full reflective cycle. The depth of the reflection is excellent.
Self and team awareness (20%)	Student does not demonstrate good self and team awareness. Students do not provide examples to support this	Student demonstrates good self and team awareness, but there may be gaps in the understanding. Students	Student demonstrates good self and team awareness. Students provide examples to support this	Student demonstrates very good self and team awareness. Students provide several examples to support this	Student demonstrates excellent self and team awareness. Students provide several examples to support this	Student demonstrates evidence of significant additional research in this area and applies it to the context. Student

	understanding. Student does not adequately demonstrate their understanding of relevant theory.	provide examples to support this understanding, but there may be issues of detail or relevance. Student demonstrates their understanding of relevant theory and applies it to the context, but there may be gaps.	understanding. Student demonstrates their understanding of relevant theory and applies it to the context.	understanding. Student demonstrates their understanding of relevant theory and applies it to the context.	understanding. Student demonstrates their excellent understanding of relevant theory and applies it to the context.	demonstrates excellent self and team awareness. Students provide several examples to support this understanding. Student demonstrates their excellent understanding of relevant theory and applies it to the context.
Overall quality of writing (20%)	Writing style needs improvement due to lack of clarity or poor narrative and flow. Problems and errors with referencing.	Good writing style, but in places clarity or narrative could be improved. Good referencing, but some issues in places.	Good writing style, easy to follow, good referencing.	Clear and fluid writing style, easy to follow, good overall narrative. Very good referencing throughout.	Excellent writing style, clear and easy to follow, good narrative. Excellent referencing. Some evidence of innovation or creativity in expression.	Student demonstrates excellent ability to express themselves and to gain and keep the attention of the reader. Excellent referencing.

Multi-media portfolio (potentially including video, photographs, sound and text).

Element	<40%	40-49%	50-59%	60-69%	70-79%	80%+
Level of critical analysis (20%)	Student does not provide sufficient examples to support critical analysis.	Student provides examples to support critical analysis, but the examples may not be detailed or entirely relevant.	Some examples are used to provide critical analysis.	Several examples are used to provide critical analysis.	Several examples are used to provide critical analysis. Evidence of wider research and own reading.	The portfolio demonstrates evidence of significant additional research to supplement core teaching. The student uses a wide range of examples to provide critical analysis.
Creativity and use of media (20%)	With limited evidence of creativity and imagination, the student does not demonstrate adequate understanding of the relevant themes. Student does not use media to demonstrate a good understanding of the process of reflection.	Some evidence of creativity and imagination, but there may be gaps in places. The student makes good use of a range of media to provide a good reflection, but there are some gaps in understanding.	Using imaginative and creative ideas, the student demonstrates a good understanding of the key themes. The student makes good use of a range of media to provide a very good reflection on the overall experience.	Using imaginative and creative ideas, the student demonstrates a very good understanding of the key themes. The student makes very good use of a range of media to provide a very good reflection on the overall experience.	Using imaginative and creative ideas, the student demonstrates an excellent understanding of the key themes. The student makes an excellent use of a range of media to provide a very good reflection on the overall experience.	Using imaginative and creative ideas, the student demonstrates an excellent understanding of the key themes. Student has been innovative in the choice of examples to support the reflection. The student makes an excellent use of a range of media to provide a very good reflection on the overall experience.
Quality of reflection (20%)	Sufficient examples are not provided to support the reflection. Student does not follow the full reflective cycle.	Examples are provided to support the reflection, but there may be issues of detail or relevance. Student may not follow the full reflective cycle.	Student follows the full reflective cycle. Good examples are given to support the reflection process.	Student follows the full reflective cycle. The depth of the reflection is very good.	Student follows the full reflective cycle. The depth of the reflection is excellent, as illustrated by examples of feedback sought from team colleagues.	Student follows the full reflective cycle. Student follows the full reflective cycle. The depth of the reflection is excellent. The student gives excellent examples of insight and ideas for personal development.
Self and team awareness (20%)	Student does not demonstrate sufficient evidence of understanding of relevant team working theory. Students do not provide examples to support this understanding. Student does not adequately demonstrate their understanding of relevant theory.	The student demonstrates good self and team awareness, but there may be gaps in the understanding. Students provide examples to support this understanding, but there may be issues of detail or relevance. Student demonstrates their understanding of relevant theory.	The good self and team awareness. Students provide examples to support this understanding. Student demonstrates their understanding of relevant theory and applies it to the context.	The student demonstrates very good self and team awareness. Students provide several examples to support this understanding. Student demonstrates their understanding of relevant theory and applies it to the context.	The student demonstrates excellent self and team awareness. Students provide several specific examples to support this understanding. Student demonstrates their excellent understanding of relevant theory and applies it to the context.	The student demonstrates evidence of significant additional research in this area and applies it to the context. Student self and team awareness. Students provide several specific examples to support this understanding. Student demonstrates their excellent understanding

		theory and applies it to the context, but there may be gaps.				of relevant theory and applies it to the context.
Branding (20%)	Branding and messaging is not consistent.	Consistency of branding and messaging needs improving.	Branding is consistent throughout.	Strong and consistent understanding of branding throughout.	Excellent and consistent messaging and branding throughout. Imaginative ideas to build a brand.	Clear and consistent branding throughout. Imaginative ideas to build a brand.