

BUSINESS ASSESSMENT CRITERIA GRID

(Devised by Margaret Price and Chris Rust, Oxford Brookes University)

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ONLY SELECT CRITERIA RELEVANT TO YOUR MODULE. YOU ARE NOT REQUIRED TO USE ALL THE CRITERIA LIST!

	CRITERION	A	B+	B	C	REFER/FAIL
	Presentation & style					
1	Presentation of assignment	Shows a polished and imaginative approach to the topic	Carefully and logically organised	Shows organisation and coherence	Shows some attempt to organise in a logical manner	Disorganised/ incoherent
2	Clarity of expression (incl. accuracy, spelling, grammar, punctuation)	Fluent writing style appropriate to document. Grammar and spelling accurate.	Language fluent Grammar and spelling accurate	Language mainly fluent Grammar and spelling mainly accurate	Meaning apparent but language not always fluent Grammar and/or spelling contain errors	Meaning unclear and/or grammar and/or spelling contain frequent errors
3	Communication and presentation (appropriate to discipline)	Can engage effectively in debate in a professional manner and produce detailed and coherent project reports	Can communicate effectively in a format appropriate to the discipline and report practical procedures in a clear and concise manner with all relevant information in a variety of formats	Can communicate effectively in a format appropriate to the discipline and report procedures in a clear and concise manner with all relevant information	Some communication is effective and in a format appropriate to the discipline. Can report practical procedures in a structured way	Communication is unstructured and unfocused and/or in a format inappropriate to the discipline
4	Presentation (visual)	Material is imaginatively presented resulting in clarity of message and information	Material is carefully structured with clear message and visual effect	Material included is relevant to topic and has been structured. Visual aspect of presentation is limited	Material presented is relevant but lacks structure or visual impact	Not all material is relevant and/or is presented in a disorganised manner
5	Presentation (oral)	Imaginative presentation of material resulting in clarity of message and information	Well structured and signposted presentation. Audible and pace appropriate to audience. Visual aids used to support the presentation	Clearly structured and addressed to audience. Pace and audibility satisfactory. Visual aids used	Shows some attempt to structure material for presentation, pace and audibility are satisfactory most of the time	Material is difficult to understand due to poor structure and/or pace and audibility
	Conforming to instructions/clarity of objectives.					
6	Conforming with instructions (e.g. word length)	Work has been submitted within time boundaries and within prescribed parameters			Deviates slightly from the required parameters	Work has been submitted late with no allow-able reason, or deviates significantly

						from the required parameters
7	Attention to purpose	Has addressed the purpose of the assignment comprehensively and imaginatively	Has addressed the purpose of the assignment coherently and with some attempt to demonstrate imagination	Has addressed the main purpose of the assignment	Some of the work is focused on the aims and themes of the assignment	Fails to address the task set
8	Referencing	Referencing is consistently accurate	Referencing is mainly accurate		Some attempt at referencing	Referencing is absent/unsystematic
9	Clarity of objectives and focus of work	Has defined objectives in detail and addressed them comprehensively and imaginatively.	Has defined objectives and addressed them through the work	Has outlined objectives and addressed them at the end of the work	Has provided generalised objectives and focused the work on the topic area	NO INFO PROVIDED
Content and knowledge						
10	Content and range	Comprehensive/detailed knowledge of topic with areas of specialisation is depth and awareness of provisional nature of knowledge	Reasonable knowledge of topic and an awareness of a variety of ideas/contexts/frame-works	Has given a factual and/or conceptual knowledge base and appropriate terminology	Evidence of limited knowledge of topic and some use of appropriate terminology	Lacks evidence of knowledge relevant to the topic and/or significantly misuses terminology
11	Use of literature/evidence of reading	Has developed and justified using own ideas based on a wide range of sources which have been thoroughly analysed, applied and discussed	Able to critically appraise the literature and theory gained from variety of sources, developing own ideas in the process	Clear evidence and application of readings relevant to the subject; uses indicative texts identified	Literature is presented uncritically, in a purely descriptive way and indicates limitations of understanding	Either no evidence of literature being consulted or irrelevant to the assignment set
12	Knowledge of theory	Assignment demonstrates integration and innovation in the selection and handling of theory	Insightful and appropriate selection of theory in key areas	Most key theories are included in the work in an appropriate straight forward manner	Selection of theory is appropriate but some aspects have been missed or misconstrued	Inaccurate or inappropriate choice of theory
13	Subject's limitations and boundaries/relation to other frameworks	Boundaries of the subject and relationships with other disciplines and frameworks have been explored and tested. Examples illustrating subject boundaries are provided	Some boundaries are explored and the relevance of relationships with other disciplines and frameworks are recognised	Awareness of subject boundaries is demonstrated and some connections with other disciplines and frameworks identified	Limited awareness of subject boundaries and/or relationships with other disciplines and frameworks demonstrated	Lacks awareness of subject boundaries or relationships
14	Context in which subject is used	Takes account of complex context and selects appropriate	Takes some account of context and selects some	Recognises defined context and uses standard techniques	Context acknowledged but not really taken into	Context not recognised as relevant

		technique	appropriate techniques	for that context	account	
	Thinking/ analysis/conclusions					
15	Conclusions	Analytical and clear conclusions well grounded in theory and literature showing development of new concepts	Good development shown in summary of arguments based in theory/ literature	Evidence of findings and conclusions grounded in theory/literature	Limited evidence of findings and conclusions supported by theory/literature	Unsubstantiated/invalid conclusions based on anecdote and generalisation only, or no conclusions at all
16	Analysis	Can analyse new and/or abstract data and situations without guidance using a wide range of techniques appropriate to the topic	Can analyse a range of information with minimum guidance, can apply major theories and compare alternative methods/techniques for obtaining data	Can analyse with guidance using given classification / principles	Can analyse a limited range of information with guidance using classification / principles	Fails to analyse information
17	Conceptualisation	Able to recognise consistency and reconcile inconsistency between information using cognitive and hypothesising skills	Consistent understanding demonstrated in a logical, coherent and lucid manner	Demonstrated understanding in a style which is mostly logical, coherent and flowing	Attempts to demonstrate a logical and coherent understanding of the subject area but aspects become confused or undeveloped	Understanding of the assignment not apparent or lacks a logical and coherent framework or the subject is confused or undeveloped
18	Critical reasoning	Consistently demonstrates application of critical analysis well integrated in the text	Clear application of theory through critical analysis/critical thought of the topic area	Demonstrates application of theory through critical analysis of the topic area	Some evidence of critical thought/critical analysis and rationale for work	Lacks critical thought /analysis / reference to theory
19	Reflection/evaluation	Can critically review evidence supporting conclusions/ recommendations including its reliability, validity and significance and can investigate contradictory information/ identify reasons for contradictions.	Can select appropriate techniques of evaluation and can evaluate the relevance and significance of data collected.	Can evaluate the reliability of data using defined techniques and/or tutor guidance.	limited and only partially accurate evaluation of data using defined techniques and/or tutor guidance.	Fails to evaluate or use techniques of evaluation, or evaluations are totally invalid.
20	Synthesis	With minimum guidance can transform abstract data and concepts towards a given purpose and can design novel solutions	Can reformat a range of ideas/information towards a given purpose	Can collect/collate and categorise ideas and information in a predictable and standard format	Partially collects/collates and categorises information in a structured way	No organisation of ideas and information

21	Flexibility	Independently takes and understands multiple perspectives and through these can develop/adjust personal point of view	Recognises multiple perspectives which may affect personal view point	Can recognise alternative perspectives	Limited ability to see alternative perspectives	Fails to recognise alternative perspectives
Methodology/ies						
22		Methodology used is the most appropriate to the aims and objectives of the task, and the process and rationale for its selection is provided.	Attention is given to the selection of a methodology and the method chosen is appropriate to the task.	Methodology is appropriate to the task.	Methodology lacks clarity and/or may not be the most appropriate but there is evidence of a planned approach.	Issue of methodology not addressed and/or inappropriate methodology used and/or little planning used to complete the task.
Practical/Interpersonal/Interpersonal Skills						
23	Performance Skills	Can perform complex skills consistently with confidence. Able to choose an appropriate response from a repertoire of actions, and can evaluate own and others' performance.	When given a complex task can choose and perform an appropriate set of actions to complete it adequately. Can evaluate own performance.	Able to perform basic skills with awareness of the necessary techniques and their potential uses and hazards. Needs external evaluation.	Able to perform basic skills with guidance on the necessary technique. Needs external evaluation.	Fails to perform even basic skills.
24	Client Satisfaction	Understood Clients problems/needs and developed specific objectives which meet the clients needs and which the student can reasonably be expected to meet.	Understood clients needs but has developed objectives which the student cannot reasonably be expected to meet.	Has developed objectives which for the most part meet the clients needs.	Has used objectives given by the client without reflection on how appropriate they are or to what extent they can reasonably be met.	Little or no attempt to ascertain clients needs and develop a workable brief.
25	Data/information gathering/processing	Selects and processes data with confidence and imagination.	Selects appropriate data and processes using relevant tools.	Makes a selection from data and applies processing tools.	Collects some information and makes some use of processing tools.	Random information gathering. Inappropriate use of processing tools.
26a	Imagination/ Creativity	Uses imagination and explores a variety of perspectives. Employs appropriate creative techniques to enhance thinking.	Uses imagination to go beyond boundaries and applies creative techniques with skills.	Uses imagination and a limited range of creative techniques.	Shows little imagination. Aware of some creative techniques and uses them with limited success.	Lacks imagination. does not exercise creative skills.
26b	Originality	Uses creative and lateral thinking to develop and present	By taking a variety of perspectives presents an	Use imagination to produce an idea with elements of	Originality is marginal to the basic idea.	No real attempt at originality.

		original ideas which have been critically evaluated.	original idea which has been evaluated.	originality.		
27	Self-criticism (include. reflection on practice)	Is confident in application of own criteria of judgement and in challenge of received opinion in action and can reflect on action.	Is able to evaluate own strengths and weaknesses; can challenge received opinion and begins to develop own criteria and judgement.	Is largely dependent on criteria set by others but begins to recognise own strengths and weaknesses.	Dependent on criteria set by others. Begins to recognise own strengths and weakness.	Fails to meaningfully undertake the process of self criticism.
28	Independence/Autonomy (include. planning and managing learning)	With minimum guidance can manage own learning using full range of resources for discipline; can seek and make use of feedback.	Identifies strengths of learning needs and follows activities to improve performance; is autonomous in straight forward study tasks.	Can work independently within a relevant ethos and can access and use a range of learning resources.	Can undertake clearly directed work independently within a relevant ethos and, with some guidance, use the standard learning resources.	Unable to work independently, needing significant guidance on methods and resources.
29	Self Presentation	Adopts a style of self presentation and selects from a range appropriate interpersonal skills consistent with the individual's aims and the needs of the situation.	Can be flexible in the style of presentation adopted and interpersonal skills used.	Can adopt both a formal and informal style, and uses basic interpersonal skills appropriately.	Can adopt both a formal and informal style, and uses basic interpersonal skills but not always matching the needs of the situation.	No obvious sense of self and/ or interpersonal skills and/or skills used inappropriately.
30	Time management/self management	Plans well ahead, sets self determined deadlines, and uses contingency planning.	Always meets deadlines. Plans management of work and monitors progress against plan.	Almost always meets deadlines. Makes plans and implements them in a satisfactory manner.	usually meets important deadlines, but often despite lack of planning.	Rarely meets deadlines. Unable to make and implement plans.
31	Interactive and group skills (include. Teamwork, Negotiation/micro-politics & empathy)	Can interact effectively within a learning or professional group. Can recognise or support or be proactive in leadership. Can negotiate and handle conflict.	Can interact effectively within a learning group, giving and receiving information and ideas and modifying responses where appropriate.	Meets obligations to others (tutors and/or peers); can offer and/or support initiatives; can recognise and assess alternative options.	Makes efforts to develop interactive skills. Uses basic interactive skills appropriately.	Has problems working with others/ avoids work with others. Does not contribute or contributes inappropriately in groups.
32	Communication and Presentation (appropriate to discipline)	Can engage effectively in debate in a professional manner and produce detailed and coherent project reports.	Can communicate effectively a format appropriate to the discipline and report practical procedures in a clear and concise manner with all relevant information in a variety of formats.	Can communicate effectively in a format appropriate to the discipline and report practical procedures in a clear and concise manner with all relevant information.	Some communication is effective and in a format appropriate to the discipline. can report practical procedures in a structured way.	Communication is unstructured and unfocussed and/or in a format inappropriate to the discipline.

33	Critical review (to be used in peer assess)	Able to assess/examine the work of others using broad ranging criteria. Can provide commentary on its marks and offer insight into how it could be developed.	Able to assess/study work of others and judge against criteria, areas for improvements.	Able to examine work of others and identify its strengths and weaknesses.	Able to comment in general terms on the work of others.	Unable to make reasoned comment on the work of others.
34	Initiative (imagination, leadership, taking action, independence)	Uses imagination to assess the needs of the situation and underlay a series of actions to achieve goals.	Can assess needs of the situation and takes action towards goals.	With guidance can assess needs of situation and take action necessary to achieve goals.	Where goals and methods are defined will undertake tasks requiring some imagination and independence.	Unable to undertake tasks beyond routine and standardised.
35	Rationale	Uses all available data to evaluate the options. Clear criteria are applied to demonstrate reasons for final decision/choice/outcome.	Uses data to evaluate options and selections of final outcome clearly follows from evaluation.	Uses data to evaluate some options and selection of final outcome is linked to the evaluation	Presents benefits and disadvantages of some potential outcomes but without providing clarity on reason for final outcome/choice.	Little explanation of how the final outcome/choice was made OR no indication of final outcome/choice.

PLEASE NOTE THAT THE DESCRIPTIONS ARE TYPICAL IN THE MIDDLE OF THE GRADE RANGE.

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