General Test assessment criteria

It is acknowledged that many tests (e.g. MCQs, simple problem sets) do not need assessment criteria because the logic behind a given mark is transparent. In these cases, good practice involves:

1. Advance information for students regarding the structure and logic of an upcoming test.
2. Detailed rubric to explain the marking scheme, particularly with regard to any negative marking.
3. Models answers, with explanations of the correct answers, distributed alongside marks release.
4. The module convenor making themselves available (remotely or in person) to deal with student queries.

In some cases, the line between Test and Short answer might be blurred. We advise that module convenors make it very clear where judgement (rather than a precise marking scheme) will be used to determine the mark for a particular component of a test. In these case students should be aware of the assessment criteria for short answers.

General assessment criteria for **short answer questions** (NB. Referencing, citations, bibliography are not required in exam)
Level indicators L3, L4, L5 and L6: stratification of some criteria by level are given where appropriate, indicated by * and found at bottom of page

Mark/ Class	Short answer
80 -100% 1st	Outstanding answer, sophisticated and eloquent, showing complete mastery of subject area* and its setting in the wider context
70-80% 1st	Full, comprehensive answer. Succinct and precise. Comprehensive understanding of the subject area* and excellent integration of information to answer the question.
60-69% 2(i)	Good, clear answer showing good understanding of subject area* but lacking in detail. Largely relevant with good integration demonstrated.
50-59% 2(ii)	Satisfactory answer showing basic understanding of subject area*. Relevant for the most part but lacks detail and may include some errors.
40-49% 3	Limited answer showing some misunderstanding of subject area*, with only some correct points included. Could also include irrelevant information or errors.
30-39% Fail	A limited answer to only part of the question, showing substantial gaps in understanding of subject area*. Or could contain substantial irrelevancies or errors.
15-29% Fail	Inadequate answer, for example only some appropriate key words provided. Or could contain substantial irrelevancies or errors.
0-14%	Inadequate answer, for example, a key word may be given in answer to part of the question. Or answer contains substantial irrelevancies or errors.

Fail	

L3 * broad knowledge and understanding of the main concepts and terminology in a defined area of study, shows awareness of current areas of debate in a defined area of study

L4 *broad knowledge and understanding of main concepts and terminology, shows awareness of ambiguities & limitations of knowledge (and that some areas are open to ongoing debate and reformulation)

L5 *detailed knowledge and understanding of well-established material, concepts and theories, shows awareness of the limitation of their knowledge and how this influences any analyses and interpretations based on that knowledge (and where the knowledge base is most/least secure)

L6 *detailed systematic knowledge and understanding of the main theories/concepts of the discipline(s) and inter-relationships with other disciplines, shows understanding and knowledge of current problems &/or new insights at forefront of field &/or in specialist areas &/or multiple perspectives possible.

Good practice would be to highlight the questions that will be marked under these criteria and to use the rubric to explain that the mark available for the question does not necessarily reflect a specific number of points to be raised in the answer. A corollary of this, that should also be highlighted, is that marks can be deducted for the inclusion of irrelevant information.