

# Understanding Marking Criteria

## What is marking criteria?

Marking criteria are a set of guidelines that examiners use to judge how well you have completed an assessment task. The criteria provide you with helpful information while you are working on your task about the standards the examiners expect. The criteria are also used by your examiner when providing feedback on your submitted work. You will find the marking criteria for your assessment included with your task instructions or in another accompanying document that could be called a rubric, marking sheet or scoring sheet.

## Rubric

When marking criteria are displayed in a rubric you can see more detail about benchmarks for each level of achievement. This extra detail helps you to know more precisely what an examiner wants. A rubric is a table that has the criteria in one column, with descriptors in the adjoining columns of how each criterion would be demonstrated in different grade categories e.g., high distinction, distinction, credit, satisfactory or fail.

## Weighting

Attached to each marking criterion is a number or a percentage that tells you how many marks are given to each criterion. This is called the weighting. The weighting helps you to identify the more important parts of a task and choose how to allocate your time effectively. For example, if providing “a description of milestones” is allocated 10 marks but “an analysis of interactions” is worth 30 marks, then you know to spend more time on your analysis to maximise your possible marks.

Examine the rubric below to identify the elements discussed. This example is from a rubric by course examiner, Mark Oliver, UniSQ, in [Academic Success](#), used under [CC-BY-NC-SA 4.0 licence](#).

**Criteria**                      **Grade categories**

| CRITERIA                                                                                                                                         | High Distinction                                                                                                                                                                   | Distinction                                                                                                                                                                                                                                 | Credit                                                                                                                                                                                                                                                         | Pass                                                                                                                                                                                  | Fail                                                                                                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Description of typical physical, cognitive and psycho-social development milestones for identified developmental period.                         | Demonstrates a sophisticated understanding of the physical, cognitive, and psycho-social of the identified developmental period. There are no gaps or misunderstandings            | Demonstrates a very good understanding of the physical, cognitive, and psycho-social of the identified developmental period. There are a few minor gaps only.                                                                               | Demonstrates a well-developed understanding of the physical, cognitive, and psycho-social of the identified developmental period. There are some gaps and/or minor misunderstandings.                                                                          | Demonstrates developing understanding of the physical, cognitive, and psycho-social of the identified developmental period. There are many gaps and/or minor misunderstandings.       | Demonstrates limited to no understanding of the physical, cognitive, and psycho-social of the identified developmental period. There are many gaps and/or minor misunderstandings. Lacks satisfactory breadth and/or many fundamental misunderstandings. The work does not meet the standard for a pass. |
| TOTAL MARK: / 10                                                                                                                                 | 10-9 marks                                                                                                                                                                         | 8 marks                                                                                                                                                                                                                                     | 7 marks                                                                                                                                                                                                                                                        | 6-5 marks                                                                                                                                                                             | 4-1 marks                                                                                                                                                                                                                                                                                                |
| Analysis of the environmental interactions that shape physical, cognitive and psycho-social development for the identified developmental period. | Presents a balanced and exhaustive analysis of the environmental systems that shape the physical, cognitive, and psycho-social development of the identified developmental period. | Presents a mostly balanced and thorough analysis of most of the environmental systems that shape the physical, cognitive, and psycho-social development of the identified developmental period. There are a few minor gaps in the analysis. | Discusses many of the environmental systems that shape the physical, cognitive, and psycho-social development for the identified developmental period. There is some balance to the analysis, but further analysis of some environmental systems was required. | Discusses some of the environmental systems that shape physical, cognitive, and psycho-social development of the identified developmental period. There are many gaps in the analysis | The analysis lacks satisfactory breadth in terms of the environmental systems that shape the physical, cognitive, and psycho-social development of the identified developmental period. The work does not meet the standard for a pass.                                                                  |
| TOTAL MARK: / 20                                                                                                                                 | 20-18 marks                                                                                                                                                                        | 17-16 marks                                                                                                                                                                                                                                 | 14-13 marks                                                                                                                                                                                                                                                    | 12-10 marks                                                                                                                                                                           | 9-1 marks                                                                                                                                                                                                                                                                                                |

**Weighting**                      **Descriptors**

### Summary

- Marking criteria are guidelines that examiners use for marking and providing feedback.
- A rubric provides extra details about different achievement levels.
- Weighting tells you how many marks are distributed to each criterion.

### Further support

Contact your student learning advisors via the Support for Learning team here:

[supportforlearning@unisq.edu.au](mailto:supportforlearning@unisq.edu.au)

Ph: +07 4631 2372