



# ASSESSMENT COVER SHEET

## Assessment Writing Instructions:

1. Save this word document to your computer with the name of your assessment task
2. Fill in the current page (assessment cover sheet) with the correct details
3. ALL details on the assessment cover sheet **MUST BE COMPLETED** or assessment will be returned and **PENALTY WILL APPLY**
4. Start typing your assessment from page 3 onwards of this document OR copy and paste your finished assessment from page 3 onwards (The numbering of the page has been formatted to start as page 1)

## Assessment Submission Instructions:

1. Ensure the assessment task has this cover sheet
2. Ensure the cover sheet is only one page & does not go over into page 2
3. Convert the word document into a pdf (Portable Document Format)
4. Email the assessment to the email address – [assessment@tabornsw.edu.au](mailto:assessment@tabornsw.edu.au)
5. **In the email subject line please include: your name, subject name, assessment task no & due date**

Student's name			
Subject			
Lecturer			
Course (e.g Bach of Theology)			
Level (1,2 or 3)		Assessment Task No	
Topic (as per subject outline)			
Required words		Actual No of words	
Date Submitted		Due date (as per subject outline)	
Approved Extension Date (Fill in if extension has been granted. Write NA if not applicable)			
<b>Note: Penalties apply for assessments lodged after the due date.*</b>			
<b>DECLARATION BY STUDENT:</b>			
<i>I certify that this assessment task is my own work in my own words. All sources have been acknowledged and the content has not been previously submitted for assessment to Tabor College or elsewhere. I also confirm that I have kept a copy of this assessment task.</i>			
<b>Signed:</b> .....			
<i>Office use only: This assignment was received:</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Up to one week late and will receive a 10% mark deduction</li> <li><input type="checkbox"/> Two weeks late and will receive a 20% mark deduction</li> <li><input type="checkbox"/> Three to four weeks late and will receive a maximum mark of 50%</li> <li><input type="checkbox"/> Over four weeks late and no marks will be awarded</li> </ul> <p><b>* Students note: You have until the first week of the following term to appeal any penalty with the Registrar.</b></p>			Office Use – Date stamp:

## ASSESSMENT MARKING GUIDE & FEEDBACK FORM

Assessors will place an "X" in the box next to the criteria that have been met by the assessment. Marks (percentages and grades) will be given on the basis of the criteria below. Please study these criteria carefully and use them to guide the development of your assessment.

Grade	Mark	General Criteria	
<b>FAIL</b> An inadequate level of expertise or competence in demonstrating understanding of the topic, comprehension of the concepts involved, and practical and/or presentation skills.	0-49%	The assessment task has one or more of the following shortcomings that are not compensated for by other strengths. <ul style="list-style-type: none"> <li><input type="checkbox"/> Fails to address issues or addresses them only marginally</li> <li><input type="checkbox"/> Is considerably shorter than the minimum length.</li> <li><input type="checkbox"/> Lacks coherence or structure.</li> <li><input type="checkbox"/> Has serious deficiencies in the quality of the writing.</li> <li><input type="checkbox"/> Relates to the subject on a simple anecdotal level, demonstrating little or no reading.</li> <li><input type="checkbox"/> Demonstrates little capacity to apply concepts to experience and to draw conclusions from that experience.</li> <li><input type="checkbox"/> Lack of appropriate content, poverty of argument, poor presentation, inadequate length or a combination of these.</li> </ul>	
<b>PASS</b> A barely adequate level of expertise or competence in demonstrating understanding of the topic, comprehension of the concepts involved and practical and/or presentation skills.	50-64%	The assessment task: <ul style="list-style-type: none"> <li><input type="checkbox"/> Basically addresses the title and is of appropriate length according to course regulations.</li> <li><input type="checkbox"/> Includes a bibliography (where applicable).</li> <li><input type="checkbox"/> Is coherent and structured and of an acceptable standard of literacy.</li> <li><input type="checkbox"/> Demonstrates a basic understanding of the issues and a capacity to relate them to practice/experience/context.</li> <li><input type="checkbox"/> Shows evidence of basic reading relevant to the topic</li> </ul>	
<b>CREDIT</b> A commendable level of expertise or competence in demonstrating understanding of the topic, comprehension of the concepts involved, and practical and/or presentation skills.	65-74%	In addition: <ul style="list-style-type: none"> <li><input type="checkbox"/> Shows evidence of wider reading, research and or preparation along with proper referencing and bibliography</li> <li><input type="checkbox"/> Demonstrates a sound understanding of the issues and a capacity to relate them or apply them to experience and practice.</li> <li><input type="checkbox"/> Shows evidence of independent selection of sources.</li> <li><input type="checkbox"/> Shows evidence of a capacity to be critical, evaluative or to make judgements.</li> </ul>	
<b>DISTINCTION</b> A high level of expertise or competence in demonstrating understanding of the topic, comprehension of the concepts involved, and practical and/or presentation skills.	75-84%	In addition: <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates a comprehensive understanding of the issues and a capacity to relate them to a wider context.</li> <li><input type="checkbox"/> Shows evidence of wide independent reading and/or investigation.</li> </ul>	
<b>HIGH DISTINCTION</b> An extremely high level of expertise or competence in demonstrating understanding of the topic, comprehension of the concepts involved, and practical and/or presentation skills.	85-100%	Furthermore: <ul style="list-style-type: none"> <li><input type="checkbox"/> Shows evidence of initiative and some originality or ingenuity in the approach to or execution of the task.</li> </ul>	
Lecturer/Marker Comments:		Assessment Mark	
		Late Penalty	
		Word Count penalty (If less than or more than wordcount)	
		Final Mark	
		Grade	
Lecturer/Marker Name:	Signature:	Date:	

**COMMENCE ASSESSMENT HERE –**

Start typing your assessment from this page OR copy and paste your finished assessment from this page onwards  
**DELETE THIS HIGHLIGHTED INSTRUCTION AFTER USE.**