

LWB240 EQUITY

CRA Sheet e-Portfolio entry

Marked out of 20 (10% of assessment in unit – individual mark)

STUDENT NAME: _____

	GRADE				
CRITERIA	7 (85%+) 17 or more	6 (75-84%) 15-16.5	5 (65-74%) 13-14.5	4 (50–64%) 10 – 12.5	3, 2 or 1 (0 – 49%) 0 – 9.5
REFLECTION UPON EXPERIENCE (13 marks total)					
Reporting and Responding (2 marks)	Student has: <ul style="list-style-type: none"> - Reported what happened or what the issue or incident involved. - Explained why it is relevant - Responded to the incident or issue by making observations and expressing an informed opinion - Posed questions to address as a result of the incident 	Student has: <ul style="list-style-type: none"> - Reported what happened or what the issue or incident involved. - Explained why it is relevant - Responded to the incident or issue by making observations and expressing an informed opinion 	Student has: <ul style="list-style-type: none"> - Reported what happened or what the issue or incident involved. - Explained why it is relevant 	Student has: <ul style="list-style-type: none"> - Reported what happened or what the issue or incident involved. 	Student hasn't identified an appropriate critical incident or issue and/or hasn't explained what was involved.

Relating (3 marks)	Student has: <ul style="list-style-type: none"> - Related or made a connection between the incident or issue and own skills, professional experience, or discipline knowledge - Commented on whether they have seen this before or not - Commented on whether the conditions were the same or different - Explained whether they have the skills or knowledge to deal with the incident or issue 	Student has: <ul style="list-style-type: none"> - Related or made a connection between the incident or issue and own skills, professional experience, or discipline knowledge - Commented on whether they have seen this before or not - Commented on whether the conditions were the same or different 	Student has: <ul style="list-style-type: none"> - Related or made a connection between the incident or issue and own skills, professional experience, or discipline knowledge - Commented on whether they have seen this before or not 	Student has: <ul style="list-style-type: none"> - Related or made a connection between the incident or issue and own skills, professional experience, or discipline knowledge 	Student has: <ul style="list-style-type: none"> - Limited understanding of the incident or issue
Reasoning (4 marks)	Student has: <ul style="list-style-type: none"> - Highlighted in detail significant factors underlying the incident or issue - Explained and shown why they are important - Referred to relevant theory and literature to support their reasoning - Considered different perspectives – knowledge, ethics eg. 	Student has: <ul style="list-style-type: none"> - Highlighted in detail significant factors underlying the incident or issue - Explained and shown why they are important - Referred to relevant theory and literature to support their reasoning 	Student has: <ul style="list-style-type: none"> - Highlighted in detail significant factors underlying the incident or issue - Explained and shown why they are important 	Student has: <ul style="list-style-type: none"> - Highlighted in detail significant factors underlying the incident or issue 	Student has: <ul style="list-style-type: none"> - Limited understanding of the incident or issue
Reconstructing (4 marks)	Student has: <ul style="list-style-type: none"> - Explained how and why future practice or professional understanding has been reconstructed - Described how they would 	Student has: <ul style="list-style-type: none"> - Explained how and why future practice or professional understanding has been reconstructed 	Student has: <ul style="list-style-type: none"> - Explained how future practice or professional understanding has been reconstructed - Described how they would 	Student has: <ul style="list-style-type: none"> - Explained how future practice or professional understanding could be reconstructed 	Student has: <ul style="list-style-type: none"> - Not explained how future practice or professional understanding could be reconstructed

	<ul style="list-style-type: none"> - deal with this next time - Elaborated on what might work and why - Identified different options and/or scenarios and hypothesised possible outcomes - Explained how theories or relevant literature support their ideas - Explored whether changes could be made to benefit other 	<ul style="list-style-type: none"> - Described how they would deal with this next time - Elaborated on what might work and why - Explained how theories or relevant literature support their ideas 	<ul style="list-style-type: none"> - deal with this next time - Explained how relevant literature supports their ideas 	<ul style="list-style-type: none"> - Described how they would deal with this next time - 	<ul style="list-style-type: none"> - OR has - Provided an Unsatisfactory attempt at reframing or reconstructing future practice or professional understanding.
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USE OF STUDENT ePORTFOLIO

(7 marks total)

<p>Presentation in ePortfolio (5marks)</p>	<p>Structure: The structure of your Student ePortfolio entry complies with all requirements of form, including maximum word/character length and 4Rs model.</p> <p>Professionalism: Your student ePortfolio entry is extremely well presented and extremely professional with excellent attention to detail for the entry and excellent supporting materials(artefacts attached).</p> <p>Organisation: Your description and reflection on your experience is extremely well</p>	<p>Structure: The structure of your Student ePortfolio entry complies with nearly all requirements of form, including maximum word/character length and 4Rs model.</p> <p>Professionalism: Your student ePortfolio entry is very well presented and very professional with very good attention to detail for the entry and very good supporting materials (artefacts attached).</p>	<p>Structure: The structure of your Student ePortfolio entry complies with most requirements of form, including maximum word/character length and 4Rs model.</p> <p>Professionalism: Your student ePortfolio entry is well presented and largely professional with better than average attention to detail with better than average supporting materials (artefacts attached).</p> <p>Organisation: Your description and reflection on your experience is better organised</p>	<p>Structure: The structure of your Student ePortfolio entry satisfactorily complies with requirements of form, including maximum word/character length and 4Rs model.</p> <p>Professionalism: Your student ePortfolio entry is satisfactorily presented and sufficiently professional with satisfactory supporting materials</p>	<p>Structure: The structure of your Student ePortfolio entry is incomplete, not presented on Student ePortfolio or does not satisfactorily comply with requirements of form, including maximum word/character length and 4Rs model.</p> <p>Professionalism: Your student ePortfolio entry is not satisfactorily presented and insufficiently professional. No relevant supporting materials (artefacts attached).</p> <p>Organisation: Your description</p>
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	<p>organised and extremely coherent.</p> <p>Communication: Written communication skills are excellent.</p> <p>Proofreading: There are only one or two minor mistakes in grammar, spelling or use of language, which could go unnoticed by the reader; thorough proofreading undertaken.</p>	<p>Organisation: Your description and reflection on your experience is very well organised and very coherent.</p> <p>Communication: Written communication skills are very good.</p> <p>Proofreading: A few mistakes in spelling, grammar or use of language; very good proofreading.</p>	<p>and more coherent than average.</p> <p>Communication: Written communication skills are better than average.</p> <p>Proofreading: Some minor mistakes in spelling, grammar or use of language; better than average proofreading.</p>	<p>(artefact attached).</p> <p>Organisation: Your description and reflection on your experience is sufficiently coherent.</p> <p>Communication: Written communication skills are of a satisfactory standard.</p> <p>Proofreading: Mistakes in spelling, grammar or use of language indicate lack of thorough proofreading.</p>	<p>and reflection on your experience is insufficiently coherent.</p> <p>Communication: Written communication skills are of a poor standard.</p> <p>Proofreading: There are numerous mistakes in spelling, grammar, making comprehension difficult.</p>
<p>Completion of online eportfolio module (2marks)</p>	<p>Evidence of satisfactory completion of ePortfolio module: certificate of completion submitted with ePortfolio entry</p>	<p>Evidence of satisfactory completion of ePortfolio module: certificate of completion submitted with ePortfolio entry</p>	<p>Evidence of satisfactory completion of ePortfolio module: certificate of completion submitted with ePortfolio entry</p>	<p>Evidence of satisfactory completion of ePortfolio module: certificate of completion submitted with ePortfolio entry</p>	<p>No evidence of satisfactory completion of ePortfolio module: certificate of completion submitted with ePortfolio entry</p>

NOTE: This assessment item is worth 10% of the marks therefore the marks will be scaled back to a mark out of 10. You are to mark out of 20.

If the student submits the certificate of completion of the online eportfolio module (or evidence that the online module has been completed) he or she is awarded 2 marks. If no certificate of completion is submitted the mark for this section is 0.