

CRITERIA & STANDARDS DHS 1 DLP Participation

 The following standards provide descriptions of the **middle of the grade range**.

Excellent (Mark = >8.5)		Satisfactory (Mark = 5 – 6.4)			
K	Fulfils and exceeds all the criteria listed above with an excellent level of overall performance: <ul style="list-style-type: none"> Analyses, synthesises and evaluates knowledge gained from a wide range of sources to develop coherent explanations and sustained arguments. Thoroughly organises and formulates and approach to all problems, builds on previous knowledge/experience Recognises, identifies, and relates or compares and contrasts issues between problems. Adapts and generalises from experience, ideas and principles to new problems/situations. Critically analyses recommended relevant literature and other sources. Expression is clear and error free with accurate sourcing using a range of styles in both written and oral formats. Contributes thoughtfully and effectively to the group, in terms of group processes and achievement of outcomes and so significantly improves the function of the group. Reflects on self-/peers' work and behaviours, applies criteria and standards accurately, as well as showing evidence of incorporating feedback. 	K	Fulfils most of the criteria with a satisfactory level of overall performance. <ul style="list-style-type: none"> Lists or describes poorly integrated explanations of a general understanding of knowledge, restates information read, with little transformation or application. Approaches most of problems logically, but does not consider all relevant data or does not discriminate relevant from irrelevant data. Reads recommended relevant literature, but limited evidence of synthesis and application of understanding. Expression and sourcing have inaccuracies in both written and oral formats. Contributes mostly effectively to group, in terms of group processes or achievement outcomes. Self-/peer-assessment addresses majority of criteria, but uncritically, with some evidence of incorporation of feedback. 		
PI		PI			
SDL		SDL			
C		C			
G		G			
S/A		S/A			
Very good (Mark = 7.5 – 8.4)		Borderline (Mark = 4 – 4.9)			
K		Fulfils all the criteria with a very good level of overall performance: <ul style="list-style-type: none"> Analyses, synthesises and evaluates knowledge gained from a range of sources to develop coherent explanations and sustained arguments. Organises and formulates an approach to all problems. Recognises, identifies, relates, or compares and contrasts issues between problems. Critically analyses recommended relevant literature and other sources. Expression is clear, few minor errors with accurate sourcing in both written and oral formats. Contributes effectively to group, in terms of group processes and achievement of outcomes. Reflects on self-/peers accurately with evidence of incorporation of feedback. 		K	Does not fulfil most of the criteria to a satisfactory standard – does not achieve a satisfactory level of overall performance. <ul style="list-style-type: none"> Limited listing and simple brief descriptions of knowledge resulting in only partial explanation, with restating of information read, with little transformation or application. Approaches a minority of problems logically. Recognises and identifies few issues in few problems. Limited use of recommended relevant literature. Expression has errors in both written and oral formats, making communication difficult. Contributes only occasionally to group, in terms of group processes or achievement of outcomes, such that knowledge and understanding could only be inferred. Addresses only some criteria so self-/peer-assessment is incomplete, occasional evidence of incorporation of feedback.
PI	PI				
SDL	SDL				
C	C				
G	G				
S/A	S/A				
Good (Mark = 6.5 – 7.4)			Unsatisfactory (Mark = 3 – 3.9)		
K	Fulfils most of the criteria with a good level of overall performance. <ul style="list-style-type: none"> Analyses and synthesises knowledge gained from recommended sources to develop coherent explanations and arguments. Approaches the majority of problems logically, sometimes does not consider all relevant data. Recognises and identifies issues in different problems. Critically analyses recommended relevant literature. Expression is clear, with some flaws, and mostly accurate sourcing in both written and oral formats. Contributes effectively to group, in terms of group processes and achievement of outcomes. Addresses all criteria in self-/peer-assessment, but sometimes uncritically, with evidence of incorporation of feedback. 		K	Fails to meet more than half of the criteria – unsatisfactory in most aspects of the stream. <ul style="list-style-type: none"> Explains issues/understanding of knowledge incompletely or minimally, with little or no application of knowledge. Does not work through problems with any logic, with rare recognition or identification of issues. Contributes rarely to group, in terms of group processes or achievement of outcomes. Addresses few criteria so self-/peer-assessment is incomplete, with no evidence of incorporation of feedback. 	
PI		PI			
SDL		G			
C		S/A			
G		Very Unsatisfactory (Mark = < 2)			
S/A		A	Achieves few or none of the criteria <ul style="list-style-type: none"> Fails to attend sessions, nor submits work. Does not work through problems, nor recognises/identifies issues. Self-/peer-assessment is incomplete, with no evidence of incorporation of feedback. 		
		PI			
		S/A			

KEY: K Knowledge acquisition, integration PI Package investigation
C Communication G Group Skills

SDL Self-directed learning
S/A Self-assessment