

Courtesy of Linda Westphalen, School of Education, University of Adelaide

PRAXIS Marking Criteria (Shaded Area is worth 50% of total grade)

Name: _____

	Fail 0-44%	Fail 45-49%	Pass 50-55%	Pass 56-64%	Credit 65-74%	Distinction 75-84%	High Distinction 85+
General Description	Fails to satisfy the minimum requirements	Just fails to satisfy the minimum requirements	Satisfies the minimum requirements	Demonstrates a sound understanding	Demonstrates a good level of understanding and presentation and a degree of originality and insight	A very high standard of work which demonstrates originality and insight	Outstanding or exceptional work in terms of understanding, interpretation and presentation
Knowledge of topic	Scant knowledge of principles and concepts	Some knowledge of principles and concepts, but insufficient to communicate appropriately in the topic or to serve as a basis for further study	Knowledge of principles and concepts adequate to communicate appropriately in the topic or to serve as a further study	Good knowledge of principles and concepts	Evidence of an understanding of deeper and more subtle aspects of the topic	Demonstrates insight, awareness and understanding of deeper and more subtle aspects of the topic. Ability to consider topic in the broader context of the discipline	50% These Criteria are worth
Articulation of argument	No evidence of ability to construct a coherent argument	Some ability to argue coherently, or argument illogical	Sound argument based on some evidence, or sound argument, but off topic	Well-reasoned argument based on broad evidence	Evidence presented with originality and independent thought	Significant demonstration of originality and independent thought	
Teaching perspectives	No teaching articulated	Some teaching outlined, but lacking curriculum area and unit plan(s)	Adequate teaching outlined, with a unit plan, but lacking specifics	Good articulation of teaching strategies, including flexibility for inclusive practice	Inclusive teaching practices outlined, with linkage to theoretical perspectives	Creative and flexible teaching strategies linked with theoretical perspectives, plus evidence of analytical critique and insight	
Reading	Little evidence of having read any of the core texts and materials	Some evidence of having read core texts and materials	Evidence of having read and understood some core texts and materials	Thorough understanding of core texts and materials	Evidence of reading beyond core texts and materials	Strong evidence of independent reading beyond core texts and materials	
Language	Inconsistent and difficult to follow	Poor expression in several places	Adequate expression	Clear language, use of formal writing style	Effective use of complex language	Conceptual thinking expressed effectively	
Structure Font Spacing Margins Introduction Discussion Conclusion	No attempt to meet structural criteria	Some attempt to meet structural criteria	Adequate structure	Clear use of structure with all requirements met	Structural complexity effectively expressed	Structural complexity with significant demonstration of originality	
Referencing and Bibliography	No references or no bibliography	Not sufficient detail in referencing and bibliography	Minimum level of referencing and bibliography adequate	Consistent referencing and bibliography adequate	Referencing system used accurately and bibliography detailed	Referencing system used thoroughly and precisely, and bibliography extensive	