

Heriot Watt University
 Department of Economics
 School of Management & Languages

Assessment Sheet

Microeconomics 1 (C21AA1/C21OA1)

Student Name:						Time Penalty:
Essay Number:						Grade:
Itemised Rating Scale						
Presentation	Excellent	VG	Good	Poor	VP	
Legible						Untidy
Well Structured						Difficult to Read
Clear Diagrams						Poor Diagrams
Stayed Within Word Limit						Exceed Limit
No Repetition						Repetition of Points
Content						
Answered Question						Failed to Answer Question
Focused on Question						Irrelevant Discussion
Good Explanation						Poor Explanation
Sufficient Detail						Insufficient Detail
Sources						
Correct Citation of References						Incorrect Ref.
Adequate Acknowledgement of Sources						Inadequate Ack.

Comment

Tutor:



Date:

Course/Assignment:

Tutor:

Author:

	Excellent	Good	Satisfactory	Weak	Very Weak
Introduction
Development of Essay
Validity of Argument
Insight and originality
Subject Relevance
Use of sources
Use of illustrations/analysis
Conclusion
Demonstrated Understanding
Spelling, Grammar, Syntax
Overall Presentation
Strengths of Essay					
Weaknesses of Essay					
Other comments					

University of Glasgow - Department of Economics
COURSEWORK FEEDBACK FORM

Course:

Due date:

Matric #:

Mark:

Late penalty:

Final Mark:

(with penalty deducted where appropriate)

Ratings

Please Note: These ratings should be read and interpreted in conjunction with the Honours descriptors as set out in the Department's Undergraduate Handbook.

Structure, Approach and Argument

Essay focuses on question set

Essay has little relevance to question

Key points are identified

Essay rambles and lacks continuity

Topic covered in depth

Superficial treatment of topic

Coherent and appropriate analysis

Lacking in coherent analytical content

Critical evaluation

Uncritical account

Use of Diagrams and/or Algebra where appropriate

Accurate

Poor, inaccurate

Used effectively

Weak or absent

Clearly explained

Inadequately explained

Sources and their use

Good knowledge of literature

Insufficient use of literature

Uses representative evidence

Inadequate use of evidence

Correct citations

Citations incorrect or missing

Style and presentation

Fluent writing

Clumsy expression

Succinct

Unnecessarily repetitive

Well organised and presented

Untidy, careless and messy

Comments:

Peer Assessment Feedback Form ISC 2003/4

Completed By _____ about _____

Please complete the following table about one of your group collaborators. The mark awarded should be a whole number between 0 and 20. The forms will be collected during the first revision class.

Worth 20	Mark	Justification for mark	Worth 0
Regular attendance at group meetings			
Attended all meetings, stayed to agreed end, working within timescale, active and attentive, prepared to be flexible about meeting times			Missed several, most of meetings, always or often late, left early, digressed, giggled, day-dreamed or gossiped most of the time
Contribution of ideas for the task			
Thought about the topic in advance of the meeting, provided workable ideas which were taken up by the group, built on others' suggestions, and were prepared to test out ideas on the group rather than keep quiet			Didn't come prepared. Didn't contribute any ideas. Tended to reject others' ideas rather than build on them
Researching, analysing and preparing material for the task			
Did what you said would do, brought materials, did an equal share of the research and helped to analyse and evaluate the material			Did no research. Didn't do what promised to do. Didn't manage workload. Didn't get involved with the task and allowed others to provide all the material
Contribution to the cooperative group process			
Left personal differences outside the group, willing to review group progress and tackle conflict in the group, took on different roles as needed, kept group on track, willing and flexible but focused on the task			Did not take initiative, waited to be told what to do. Always took the same role (leader, joker etc) regardless of circumstances, created conflict, and was not prepared to review group processes
Supporting and encouraging group members			
Keen to listen to others, encouraged participation, enabled a collaborative learning environment, sensitive to issues affecting group members, supported group members with special needs			Sought only to complete the task, spoke over others and ignored their opinions, kept ideas and resources to themselves. Insensitive to individuals' needs and did not contribute to the learning process
Practical contribution to end product			
Willing to try new things. Not hogging the tasks, made a high level of contribution, took own initiative, was reliable and produced a high standard work/presentation			Not willing to take on any task, did not take any responsibilities, was unreliable so others felt the need to keep checking up, and made a limited, poor quality contribution
Total =			

Adapted from Heathfield M, 1999

