

C O L L E G E O F F I N E A R T S

school of media art

U . N . S . W .

T O : All Academic Staff
School of Media Art

Date: October 21, 1993

As there has been a sequence of unfortunate distractions this semester, with what might about to be heightened concern from the study body about assessment, here are some thoughts and a reminder.

Attached is a copy of the current relevant categories for assessment with the pertinent marks. Many of the complaints, questions and queries which I had to deal with, last time were as a result of:

- 1) students not understanding the criteria of assessment (which you have already received - and which they should be aware of)
- 2) seemingly cursory treatment in the high pressure assessment process - often as a result of (understandably) staff fatigue, or confusion, or
- 3) most commonly; the perceived reward of a colleague's rule bending, smart action or luck, in emerging with a significantly higher grade category.

As pressure is upon students to achieve these high grades, viz the new honours year and also by virtue of their (understandably) resented HECS payments, our responsibility to pay good attention to these matters is of paramount importance, and also the fact that students should understand (not necessarily agree with) your marking philosophy.

N.B.. High Distinctions should be reserved for the truly outstanding students - fulfilling all the expectations of the subject and beyond, and demonstrating excellence in ALL the criteria of assessment.

Distinctions should represent exemplary performers, though perhaps some questions may remain with instigating circumstances or full (!) resolution of work.

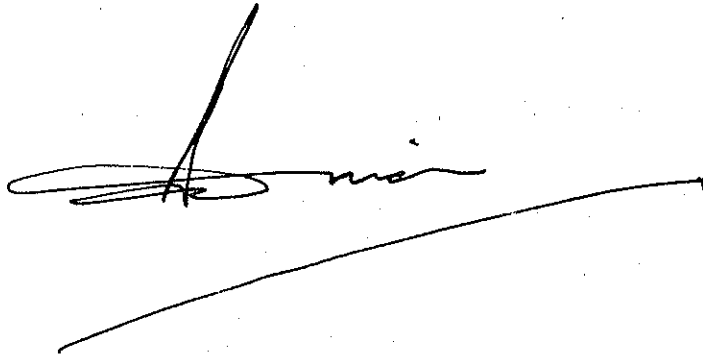
Credits are a noble award in recognition of above average performance and diligence in application or such equivilaces as might be recognized from the criteria of assessment.

Passes are indeed passes which are in themselves no dishonour but the norm of expectation.

I do not recognize theories of "Bell shaped curves" and know that significant batches of high performers (or low) exist but offer these comments in the hope that they help to a more uniform pattern of marking across the School and less stress for students, yourselves and me.

Thank you for all your help in this peculiar year, your contribution is greatly appreciated and I wish you happy surprizes in this forthcoming assessment process.

Best Wishes

A handwritten signature in black ink, appearing to read 'Adrian Hall', with a long horizontal line extending to the right below the name.

P O I N T S O N A S S E S S M E N T
T I M E B A S E D A R T & P H O T O M E D I A

Some factors brought to bear upon assessment, bearing in mind that all these factors are necessarily overlapping and that in identifying them in relationship to the work produced a comparative scale of weighting is used relative to the course level.

*** LEVEL OF COMMITMENT AND MOTIVATION**

The level of application, the ability to persevere, the level of involvement and degree of participation in the subject or course and the developing professional attitude, i.e. that the work produced be autonomous enough to function without undue 'good will'.

*** SATISFACTION OF REQUIREMENTS**

As determined by staff in conjunction with the student, as agreed to in collaboration with staff or other students, or a combination as mutually understood prior to the work undertaken.

*** RECOGNITION OF INDIVIDUAL RESPONSIBILITY**

The ability to be self-directed, in determining objectives and the appropriateness of resources, and in the evaluation of progress.

*** EVIDENCE OF CRITICAL PROCESS**

Within the work, the willingness to instigate research and the apparent analysis of experience and information, and the evidence of synthesized hypotheses.

*** DEVELOPMENT**

The ability to develop contextually appropriate work using existing models and to develop a palpable 'content'.

*** CONTRIBUTION TO STUDIO FUNCTIONING**

The maintenance of a responsible attitude to: the needs of the other community members, to the use of the space and equipment, and a contribution to the working dialogue.

*** CRAFT / SKILL APPROPRIATE TO THE WORK UNDERTAKEN**

The effective control and use of the selected media relative to the result. The appropriateness of 'means', vis a vis 'form of realisation, its' context and content.