

Performance Level	Best Possible				Unsatisfactory
MU Grade Level	1-4	5-8	9-12	13-16	17-20
Description	understanding and coverage of a number of aspects of the topic, showing relation and integration of the aspects into a coherent whole, and drawing on aspects of relevant knowledge outside of the topic in question	understanding and coverage of a number of aspects of the topic, showing relation or integration of the aspects	understanding and coverage of a number of aspects of the topic but there is little relation or integration between aspects	knowledge of some basic ideas and facts, an acceptable number of elements of the topic are understood	irrelevant or incorrect learning; fundamental misunderstandings
	student is able to use what they have learned in order to construct their own understanding, to reflect on their own practice, and evaluate their decisions made in terms of theory	student can apply what they have learned to novel situations and can recognise good or poor applications of principle student understands, in that course content is used as a theory that drives action	student understands declaratively, in that they can discuss content meaningfully, they know about a reasonable amount of content, but don't transfer or apply it easily	student can identify and describe the main concept	student has not been able to construct sufficient meaningful learning
Characteristics	high level of abstract thinking original ideas understanding is generalised and applied to new contexts ideas drawn to conclusions highly reflective sharply perceived generalised from personal experience shows metacognitive understanding goes beyond what has been given the whole is conceptualised at a higher level of abstraction than in purely relational terms	ideas coherent student demonstrates selectivity and judgement uses the appropriate language of the discipline explanation or application rather than a list – trees become the wood aspects are seen as making sense in relation to the whole a qualitative change in learning has occurred	several, or many, elements of the topic are understood, but are not drawn into a coherent whole often forming a list (knowledge telling = snowing with many facts) student sees the trees but not the wood – a necessary but insufficient preliminary to full understanding	the work meets one part of the task, but misses other important attributes little evidence of moving from the specific to the general often focuses on terminology sparse understandings, or some higher level understanding offset by some misunderstandings	responses may simply miss the point or may use tautology to cover lack of understanding (sometimes can use elaborate tautology)

Verbs to describe performance. The student cancharacteristic student involvement	generate, theorise, generalise, hypothesise, reflect, evidence of significant personal engagement with the topic and effort to go beyond the given		integrate, compare, contrast, explain causes and effects, analyse relate, apply evidence of involvement or engagement with ideas, genuine effort to make sense of the subject	classify, enumerate, describe, list, combine, carry out algorithms, evidence of effort and involvement in acquisition of taught content	identify correctly, carry out simple procedure, pick out main concept, evidence of some effort in the acquisition of terminology	student misses the point; significant lack of effort/involvement in the unit
For Reference: SOLO levels to which descriptors relate	EXTENDED ABSTRACT the relevant elements are integrated into a structure, and the whole is generalised to a related domain of knowledge		RELATIONAL the relevant elements are integrated into a structure, but without drawing significantly on relevant knowledge beyond the subject	MULTISTRUCTURAL several relevant elements are present but are largely independent of each other	UNISTRUCTURAL one correct and relevant element is present	PRESTRUCTURAL no correct elements are present

