

ASSESSMENT CRITERIA FOR WRITTEN LEARNING TASKS (BACHELOR'S DEGREE) 30 August 2013

General assessment criteria

The following general assessment criteria are involved in assessments of written tasks at all levels of studies. Not following instructions may be a reason to fail the task or to lower its grade.

1. The task is conducted as specified for the assignment in that:
 - the text type corresponds to the specified (summary, report, learning diary, essay),
 - the task deals only with the specified phenomenon, topic or theme, and it is limited appropriately, and
 - the outcome consists of the specified number of pages.
2. The instructions for written tasks are followed (see guide "Towards Research-Oriented Professional Practice"):
 - in the visual image (text layout, page numbering, and if needed, the title page)
 - in the use and indication of sources, and
 - in the structure and linguistic form.
3. Plagiarism, i.e. the use of someone else's text without appropriately indicating the source or the presenting of the copied text as one's own, leads to the task being failed.
4. In pair and group work, the expectation is that the workload is evenly distributed. When requested, students must be able to show which share of a written task was carried out by them. In the assessment of tasks, section 24 of Diak's Degree Regulations may be applied, which allows each student to be given an individual grade.

In accordance with the respective task specifications, the assessed areas may be stressed differently for different tasks.

The criteria specified for the previous level of learning must always be fulfilled on the next level (e.g. grade 3: the criteria of learning for grades 1 and 2 must be fulfilled).

ASSESSMENT CRITERIA FOR WRITTEN LEARNING TASKS (BACHELOR'S DEGREE) LEARNING IN THE EARLY PHASE OF STUDIES (semesters 1–3)

LEARNING LEVELS	Assessed areas				
	LEARNING RELATED TO THE CONCEPTS AND PHENOMENA IN ONE'S OWN FIELD AND IN RELATED FIELDS	REFLECTION SKILLS AND EXPERTISE IN THE FIELD	LEARNING RELATED TO ACQUIRING INFORMATION	WRITTEN EXPRESSION	SOCIETAL AND ETHICAL COMPETENCE
5 Students are able to	<ul style="list-style-type: none"> - use the key concepts in their field systematically - write about issues and phenomena in their field, paying attention to their target groups 	<ul style="list-style-type: none"> - justify the choices they make in their texts - write about typical situations in their field in a professional manner - present varied and different views to the phenomenon they are dealing with - assess the phenomena they are dealing with - evaluate their own learning processes in relation to the task, setting themselves new goals in order to develop their competences 	<ul style="list-style-type: none"> - evaluate sources of information for the texts they are writing - select sources of information appropriate for the texts 	<ul style="list-style-type: none"> - use almost faultless, fluent standard language - write in an analytic manner 	<ul style="list-style-type: none"> - describe the opportunities and means available in the field for exerting influence from the viewpoints of ethics and social justice - deal with the principles of sustainable development in the field and in society
3 Students are able to	<ul style="list-style-type: none"> - limit and use the key concepts in their fields - write about the issues and phenomena in their field to their peer group (a student group) 	<ul style="list-style-type: none"> - make choices for their texts, providing some grounds for these choices - present a few different views to the phenomenon they are dealing with - assess individual phenomena in the field - evaluate their own learning and competences realistically 	<ul style="list-style-type: none"> - use databases and key sources of information for their texts - define the need of information 	<ul style="list-style-type: none"> - use good standard language - write presenting some analytical skills 	<ul style="list-style-type: none"> - write about typical situations in their field, adopting an ethical point of view - in their written tasks, describe results and impacts of actions completed in the field from the viewpoints of social justice and the values accepted in the field
1 Students are able to	<ul style="list-style-type: none"> - use the key concepts in their field - describe the issues and phenomena in their field 	<ul style="list-style-type: none"> - act in accordance with the boundaries of professional ethics - describe evaluations of individual situations in their field as instructed - assess the phenomenon they are dealing with - evaluate their own learning 	<ul style="list-style-type: none"> - search for information for their texts from different sources - recognise the need for information - differentiate between common knowledge and knowledge arrived at through research 	<ul style="list-style-type: none"> - write factual texts based on documented sources - use good standard language mainly, but allowing some deviating expressions 	<ul style="list-style-type: none"> - describe principles of professional ethics in the field - in their written tasks, name general social and social-ethical problems and resources - describe the activity of the field from the viewpoints of its values and social justice

ASSESSMENT CRITERIA FOR WRITTEN LEARNING TASKS (BACHELOR'S DEGREE) LEARNING IN THE MIDDLE PHASE OF STUDIES (semesters 4–6)

LEARNING LEVELS	Assessed areas				
	LEARNING RELATED TO THE CONCEPTS AND PHENOMENA IN ONE'S OWN FIELD AND IN RELATED FIELDS	REFLECTION SKILLS AND EXPERTISE IN THE FIELD	LEARNING RELATED TO ACQUIRING INFORMATION	WRITTEN EXPRESSION	SOCIETAL AND ETHICAL COMPETENCE
5 Students are able to	<ul style="list-style-type: none"> - use the concepts of the field fluently and professionally - use the most common concepts of the related fields systematically 	<ul style="list-style-type: none"> - write about different, complex situations encountered at work in the field, assessing and analysing them professionally - present various alternative views, evaluating them - evaluate their own learning processes and tasks in relation to the work and circumstances in their field 	<ul style="list-style-type: none"> - systematically acquire information from domestic and international sources for their texts - state the reasons for their information acquisition activities - develop their information literacy 	<ul style="list-style-type: none"> - write good, fluent professional texts - use faultless standard language 	<ul style="list-style-type: none"> - participate in discussions on professional ethics - analyse social and social-ethical problem aggregates from a wide perspective - write about the development of sustainable activities
3 Students are able to	<ul style="list-style-type: none"> - use the concepts in their field in different situations and in a systematic, assessing manner - write to different target groups concerning issues and phenomena in the field - in their written tasks, use the key concepts of related fields 	<ul style="list-style-type: none"> - justify their choices - write about essential situations encountered at work in the field - assess professionally the phenomena they are dealing with - evaluate their own learning processes and their tasks in relation to essential situations encountered at work in the field, setting themselves new goals in order to develop their competences 	<ul style="list-style-type: none"> - search for, use and evaluate information central to the field - in their texts, take into account the responsibilities and duties involved with the use of information 	<ul style="list-style-type: none"> - write good professional texts - use almost faultless standard language 	<ul style="list-style-type: none"> - from the viewpoints of value ethics and social justice, describe and analyse professional, ethical work in the field as well as the opportunities and means available in the field for exerting influence - write about the operation of the principle of sustainable development in the field and in society
1 Students are able to	<ul style="list-style-type: none"> - use the key concepts in their field - write about issues and phenomena in their field, paying attention to their target groups - in their written tasks, occasionally use some key concepts of related fields 	<ul style="list-style-type: none"> - describe and evaluate, as instructed, their own learning processes and situations encountered at professional work in the field 	<ul style="list-style-type: none"> - evaluate their sources of information - use databases and key sources of information for their texts - define the need of information 	<ul style="list-style-type: none"> - write professional texts - use good standard language 	<ul style="list-style-type: none"> - write about operations that respect the basic values and requirements of professional ethics in the field - write about societal decision-making processes and the opportunities available in their field to exert influence in such processes - from the viewpoints of social justice and value ethics, describe the results and impacts of actions completed in the field as well as some opportunities available in the field for exerting influence - describe the principles of sustainable development

ASSESSMENT CRITERIA FOR WRITTEN LEARNING TASKS (BACHELOR'S DEGREE) LEARNING IN THE FINAL PHASE OF STUDIES (semesters 7-8)

LEARNING LEVELS	Assessed areas				
	LEARNING RELATED TO THE CONCEPTS AND PHENOMENA IN ONE'S OWN FIELD AND IN RELATED FIELDS	REFLECTION SKILLS AND EXPERTISE IN THE FIELD	LEARNING RELATED TO ACQUIRING INFORMATION	WRITTEN EXPRESSION	SOCIETAL AND ETHICAL COMPETENCE
5 Students are able to	<ul style="list-style-type: none"> - use the concepts of the field in an expert manner and evaluate them critically - in their written tasks, use the key concepts in the related fields in an appropriate manner - in their written tasks, comprehensively combine concepts and phenomena 	<ul style="list-style-type: none"> - providing grounds for their views and adopting an analytical and professional manner, write about various situations encountered at work in the field, different work environments and the decision-making relating to expert positions in the field - describe and evaluate different types of solutions for complex, problematic situations in the field - use extensive data - assess alternative views adopting a justifiably critical attitude, presenting well-grounded suggestions for further development - assess their own competences and tasks critically in relation to the practices in the field as well as the societal circumstances 	<ul style="list-style-type: none"> - apply their information acquisition skills in a versatile manner - justify their choices of information acquisition in a critical manner from professional, scientific and ethical viewpoints 	<ul style="list-style-type: none"> - use fluent, rich, standard language - write clearly and logically - use various linguistic styles for good reasons and in an appropriate manner 	<ul style="list-style-type: none"> - through their writings, initiate discussion to develop the field and its professional ethics - describe plans of actions that promote social justice - through their professional writings, influence decisions made in society
3 Students are able to	<ul style="list-style-type: none"> - use the concepts of the field fluently and professionally - use the most common concepts of the related fields systematically 	<ul style="list-style-type: none"> - write about different, complex situations encountered at work in the field, assessing and analysing them professionally - present alternative views, assessing them, and suggesting some further developments - evaluate their own learning processes and tasks in relation to the work in their field and individual social phenomena 	<ul style="list-style-type: none"> - systematically acquire information from domestic and international sources for their texts - justify their choices of information acquisition 	<ul style="list-style-type: none"> - use fluent, professional language - write for different needs and situations - use faultless standard language 	<ul style="list-style-type: none"> - participate in discussions on professional ethics - analyse social and social-ethical resources and problem aggregates from a wide perspective - write about the development of sustainable activities
1 Students are able to	<ul style="list-style-type: none"> -- use the concepts of the field in a professional manner - write about the most common issues and phenomena in related fields - write to different target groups concerning issues and phenomena in the field 	<ul style="list-style-type: none"> - write independently and professionally about the key expert tasks in the field - assess and analyse the most essential situations encountered at work in the field - evaluate their own learning processes and their tasks in relation to essential situations encountered at work in the field, setting themselves new goals in order to develop their competences 	<ul style="list-style-type: none"> - search for, use and evaluate information central to the field - in their texts, take into account the responsibilities and duties involved with the use of information 	<ul style="list-style-type: none"> - use relatively fluent, professional language - use almost faultless language 	<ul style="list-style-type: none"> - write in accordance with basic values and requirements of professional ethics in the field - write texts to promote social justice in the field - in their texts, describe the opportunities and means available in the field for exerting influence from the viewpoints of social justice and value ethics - in their texts, describe the principles of sustainable development