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| **FIRST YEAR ASSESSMENT TASK:**  **Mahara ePortfolio** | This assignment requires you to produce an ePortfolio using Mahara and to upload it to Moodle. Your ePortfolio can consist of a number of ‘pages’, across which you can collate digital resources, such as written notes, journal entries, transcriptions, images, sound files, videos, websites, and so forth. Together, these form a picture of your professional or scholarly practice, and demonstrate how you have progressed over the semester in relation to your chosen specialisation.  The assignment measures how well you grasp the value and benefits of self-reflection and it allows you to develop reflective practice as part of your professional and scholarly routines.  **Please follow these instructions for your ePortfolio assessment:**  For weeks 1 – 5, you will add AT LEAST ONE timestamped journal entry to your ePortfolio PER WEEK.   * Your journal entries will consist of reflection on your professional or scholarly development. * They will show evidence of your having attended or participated in concerts, ensembles or other activities relevant to your specialisation. * You will add other resources to your ePortfolio (articles, images, audio, video) that are directly relevant to your professional or scholarly practice. * Your entries will demonstrate creative engagement with the ePortfolio platform. | | | | | |
| **Student name** |  | | | | | |
| **Student ID** |  | | | | | |
| **To pass this assessment, the student’s ePortfolio must feature AT LEAST ONE time-stamped journal entry PER WEEK, for weeks 1–5.** | **Below Pass** | **Pass** | **Credit** | **Distinction** | **High Distinction** |  |
| **Journal entries demonstrate student’s self-reflection on professional or scholarly development.** | Journal entries are not appropriately reflective, or are not generally relevant to student’s professional or scholarly practice. | Journal entries show a basic level of reflection on professional or scholarly practice. | Journal entries show a good level of reflection on professional or scholarly practice, with some personal perspective and identification of areas/strategies for improvement. | Journal entries show a strong level of reflection on a range of issues connected professional or scholarly practice. They display an honest self-evaluation, and outline clearly-identified areas/strategies for improvement. | Journal entries show an impressive degree of reflection on professional and scholarly practice. They display a courageous self-evaluation, and outline a detailed understanding of areas/strategies for improvement. |  |
|  | **0-19** | **20-23** | **24-27** | **28-31** | **32-40** | **/40** |
| **Evidence of having attended and participated in concerts, ensembles and other group activities relevant to specialisation.** | Insufficient evidence of having participated in activities relevant to specialisation, or insufficient recognition of importance of these activities to specialisation. | Basic evidence of attendance/participation in activities relevant to specialisation, and basic recognition of importance of these activities to specialisation. | Evidence of consistent attendance/participation in activities relevant to specialisation.  Good evidence of relevant knowledge taken from these activities in relation to specialisation. | Evidence of regular commitment to attendance/ participation in activities relevant to specialisation.  Strong evidence of personalized knowledge taken from experiences and applied to reflection. | Evidence of exemplary commitment to attendance/participation in activities relevant to specialisation.  Impressive evidence of personalized knowledge taken from experiences and applied to reflection. |  |
|  | **0-9** | **10-11** | **12-13** | **14-15** | **16-20** | **/20** |
| **Addition of resources (journal, images, audio, video, etc.) that intersect with student’s scholarly or professional practice.** | Inadequate engagement with resources that intersect with student’s scholarly or professional practice. | Basic engagement with resources that intersect with student’s scholarly or professional practice. | Good engagement with resources that intersect with student’s scholarly or professional practice, with a clear sense of their importance. | Strong engagement with resources that intersect with student’s scholarly or professional practice, and an imaginative sense of how they are integrated into practice. | Exceptional engagement with resources that intersect with student’s scholarly or professional practice, with original and engaging sense of their integration. |  |
|  | **0-14** | **15-17** | **18-20** | **21-23** | **24-30** | **/30** |
| **Creative engagement with the Mahara platform** | Inadequate grasp of basic principles of Mahara platform and using bare minimum of creative presentation tools and options, resulting in a poor quality ePortfolio. | Acceptable use of creative presentation tools and options that results in a reasonable ePortfolio. | Proficient use of a range of creative presentation tools and options that results in a creditable ePortfolio. | Fluent use of most creative presentation tools and options, resulting in a strong and engaging ePortfolio. | Sophisticated engagement with full range of creative presentation tools and options, resulting in an original and professional ePortfolio. |  |
|  | **0-4** | **5** | **6** | **7** | **8-10** | **/10** |
| **Marker’s comments:** | | | | | | |
| **Mark/Grade:** | | | | | | |