

ACCG 399: Accounting In Context
Portfolio Marking Guide
(a component of the Comprehensive Professional Portfolio)



Student Name		Student ID	
Tutor		Tut Day and Time	

Portfolio Marking Rubric and Guide

1. Contextual Appreciation and Awareness of Assumptions						
10 Marks (Includes Tutorial 2, 5, 12)						
Emerging		Developing		Mastering	Total	
0	2	4	6	8		10
Does not relate issue to other contexts (cultural, political, historical etc).		Presents and explores relevant contexts and assumptions regarding the issue, although in a limited way.		Analyses the issue with a clear sense of scope and context, including an assessment of audience. Considers other integral contexts.		
Analysis is grounded in absolutes, with little acknowledgement of own biases.		Analysis includes some outside verification, but primarily relies on established authorities.		Analysis acknowledges complexity and bias of values, although may choose to hold to bias in context.		
Does not recognise contextual or surface assumptions and underlying ethical implications, or does so superficially.		Provides some recognition of context and consideration of assumptions and their implications.		Identifies influence of context and questions assumptions, addressing ethical dimensions underlying the issue.		

Contexts May Include:		
Cultural/Social Group, national, ethnic behaviour/attitude	Educational Schooling, formal training	Technological Innovations, technological changes
Political Organisational, governmental, global	Economic Trade, business concerns and broader business environment	Ethical Values and morals
Personal Experience Personal observation and reflection		

2. Develops own Perspective or Position 10 Marks (Includes tutorial 4, 9, 11)						
Emerging		Developing		Mastering		Total
0	2	4	6	8	10	
Learner's position or perspective is clearly inherited or adopted with very little original consideration.		Position includes some original thinking that acknowledges, refutes, synthesises or extends other assertions.		Position or perspective demonstrates ownership for constructing knowledge or framing original questions, integrating objective analysis and intuition.		
Addresses a single source or view of the argument, failing to clarify the established position in relation to one's own beliefs.		Presents own position or perspective, though inconsistently.		Appropriately identifies own position on the issue, drawing support from experience and information not available from assigned sources.		
Fails to justify own opinion or forward perspective.		Presents and justifies own position without addressing other views, or does so superficially.		Clearly presents and justifies own perspective or position while qualifying or integrating contrary views or interpretations.		
Position or perspective is unclear or simplistic.		Position or perspective is generally clear, although gaps may exist.		Position or perspective demonstrates sophisticated, integrative thought and is developed clearly throughout.		

3. Supporting Data/Evidence 10 Marks (Includes tutorial 6, 7)						
Emerging		Developing		Mastering		Total
0	2	4	6	8	10	
No evidence of search, selection or source evaluation skills.		Demonstrates adequate skill in searching, selecting and evaluating sources to meet the information need.		Evidence of search, selection and source evaluation skills; notable identification of suitable found objects.		
Repeats information provided without question or dismisses evidence without adequate justification.		Use of evidence is qualified and selective.		Examines evidence and its source; question its accuracy, relevance and completeness.		
Does not distinguish among fact, opinion and value judgements.		Discerns fact from opinion and may recognise bias in evidence.		Demonstrates how facts shape but may not confirm opinion. Recognise bias.		
Presents evidence and ideas out of sequence.		Attempts to develop a logical, coherent, argument though may still be flawed.		Sequence of argument reflects clear organisation of ideas.		

4. Developed Personal Understanding and Thought Throughout Portfolio						
10 Marks (One Page Summary, tutorial 10)						
Emerging		Developing		Mastering		Total
0	2	4	6	8	10	
A learner makes no to little attempt to articulate the impact the comprehensive portfolio has had on themselves and their learning.		A learner is beginning to articulate the impact the comprehensive portfolio has had on themselves and their learning. This is often disjointed remaining less coherent.		A learner is able to clearly articulate the impact the comprehensive portfolio has had on themselves and their learning.		
No to little degree of reflective ability of their learning.		Demonstrate a developing degree of reflective ability of their learning.		Demonstrate a high degree of reflective ability of their learning.		
No to little evidence of learner's growth and achievement. A learner fails to see the need for continued professional learning.		Limited evidence of learner's growth and achievement. A learner fails to see the need for continued professional learning.		Evidence of a learners growth, achievement and include goals for continued professional learning.		
No to little attempt to articulate between the learning they have obtained from the portfolio activity and their future development as a business professional.		Learner attempts to weakly articulate between the learning they have obtained from the portfolio activity and their future development as a business professional.		Learner is able to articulate a clear link between the learning they have obtained from the portfolio activity and their future development as a business professional.		

5. Quality of Writing and Communication						
10 Marks (Overall Portfolio Submission)						
Emerging		Developing		Mastering		Total
0	2	4	6	8	10	
There are numerous grammatical, spelling or punctuation errors.		The writing includes some grammatical, spelling or punctuation errors.		The writing is free of grammatical, spelling or punctuation errors.		
The style of writing does not facilitate effective communication and requires major editing and revision.		The style of writing requires some editing and revision.		The style of writing facilitates communication and no editing is required.		
Few sources are cited and used correctly.		Most sources are cited and used correctly.		All sources are cited and used correctly.		

Total Portfolio Score	/50
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