

Stepped marking guidance for students

This year on your **programme/module (name)**, we are introducing a new marking scheme called stepped marking. It was launched by the College in consultation with the Student Panel 'King's 100' as a pilot and is now rolled out across faculties. It will be used to assess work where you are marked *using criteria and/or graded on a scale*. Stepped marking will **not** be used on assignments that use numerical scores or where there is a clear correct answer, such as with MCQs.

INSERT WHICH ASSIGNMENTS/TYPES ON YOUR MODULE/PROGRAMME WILL USE THE SCHEME

The reasons for this and the potential benefits to you are:

- It is often difficult to understand the difference within one band (e.g. 60-69) between the individual grades and why your assessor has given you a mark of 62 rather than a mark of 63, for example. The stepped scheme uses only three marks within one band which represent a high, middle, or low pass. Please see below the table for all steps.
- It is hoped that this system of marking will enable you to understand better how to improve your grade and that feedback given will reflect this.
- It avoids markers using 'borderline' grades such as 69,70 etc, where it may not be clear to you why the grade was not a first, for example. This will allow markers to be more transparent and clearer to you as to why your grade was firmly in one band or another.

DELETE AS APPROPRIATE FOR Pre-UG/UG/PGT

PRE-UG STEP-MARKING SCHEME		
Credit Level 3		Mark Allocated
A	A+	100
		95
		92
		88
	A	85
		82
		78
		75
B	B+	72
		68
	B	65
		62
C	C+	58
		55
	C	52
D	D	48
		45
		42
FAIL	F+	35
	F	28
		21
		14
		7
FF	0	

KCL UG STEP-MARKING SCHEME		
Credit Level 4,5,6		Mark Allocated
First	Excellent First	100
		95
		92
	High First	88
		85
		82
	First	78
		75
		72
Second	High 2.1	68
	Mid-range 2.1	65
	Low range 2.1	62
	High 2.2	58
	Mid-range 2.2	55
	Low range 2.2	52
Third	High Third	48
	Mid-range Third	45
	Low range Third	42
Fail	Marginal Fail	35
	Mid Fail	28
	Low Fail	21
	Fail	14
	Fail	7
	Non-submission or of no discernible merit.	0

KCL PG STEP-MARKING SCHEME	
Credit Level 7	Mark Allocated
Distinction	100
	95
	92
	88
	85

	82
	78
	75
	72
Merit	68
	65
	62
Pass	58
	55
	52
Fail	48
	45
	42
	35
	28
	21
	14
	7
	0

How your assignment is marked with a stepped marking scheme

- Your work is marked against published assessment criteria by using the grade descriptors. **Insert where they can find the rubric (if using one) here.**
- Markers decide first on the grade (class), for example 2.1. By considering the grade descriptors the assessment is then assigned to a band inside the grade, i.e. lower, middle, or higher range.
- The step maps onto a numerical mark, for example a 'high 2.1' = 68%. This mark is recorded on the system.
- If the module is assessed by one component, the fixed percentage point becomes the overall module mark. If the module is assessed by more than one component, the fixed percentage points for each component is averaged to produce the overall module mark, so you may get a module mark that is not on the steps, like 67%.

Where the department is introducing rubrics for the first time, otherwise DELETE

Rubrics

This year on your **programme/module (name)**, we are also introducing a new system of marking your assessment using a RUBRIC (sometimes called *marking criteria*). This is designed to specify descriptions of quality expected of you to achieve a variety of available grades. Your markers will be using this to align your assessment and will refer to this where appropriate in feedback that they provide.

Rubrics are used where markers are judging the quality of your work across specific criteria. They will not be used on assessments or exams where there is a 'correct' answer or where you are only being assessed on items of knowledge/process.

INSERT WHICH ASSIGNMENTS/TYPES ON YOUR MODULE/PROGRAMME WILL USE A RUBRIC.

The benefits for you are:

- Rubrics align with the module learning outcomes and the assessment instructions, so you are more aware of the standards that are expected of you in order to achieve a specific grade.
- This allows you to better understand the grade you are given and how the criteria for that grade relates to the judgment of your work.
- It helps you to interpret your feedback better as to why you have received a specific grade and how to improve on future assessments.
- It provides a transparent system for markers which will ensure fairness and parity of marking across the module/programme.

Insert where they can find the rubric here.

King's 100 comments on step-marking

King's 100 is a diverse group of just over 100 students, reflective of the King's community, who co-create with the university on pieces of work which directly impact the student experience. Students provide their considered input, and share their thoughts, ideas, and opinions with staff at the university to ensure that projects provide what students need. In addition to a panel session, the King's 100 provided feedback and comments on the step-marking scheme via email and Padlet to the Student Success team.

Summary of key points regarding step-marking

- The panel wanted the step-marking scheme to be implemented for both UG and PGT and to see the final scheme ahead of implementation. – *This is implemented already.*
- Step-marking would be more transparent and make marking easier in essay-based type subjects where it was difficult to differentiate between marks.
- It would avoid borderline marks and where 100% was less achievable. For these subjects, students wanted the full range of marks to be used more.
- The scheme needs to be clear so that there is no negative understanding of low/ medium/ high steps and a 1st is not devalued.
- The College should implement more specific marking criteria together with the step-marking scheme, as well as guidance and training on how to use the scheme to provide clarity to students. – *A new set of College marking criteria has been published, taking step-marking into account.*
- Transcripts should show a broader marking scheme for employers.