

MET Program Criteria for Portfolio

PARTICIPANT NAME:

MARKER:

Success Criteria	Indicators of performance				
	5	4	3	2	1
Evidence of clear, coherent and concise tasks that are well structured and meet the session requirements	The tasks demonstrate an in-depth understanding of the information presented in the MET sessions. The task is well structured and the writing flows.	The tasks demonstrate a good understanding of the information presented in the MET sessions. The task is thoughtfully structured and the writing flows.	The tasks demonstrate a sound understanding of the information presented in the MET sessions. The task is structured and the writing is mostly consistent.	The tasks demonstrate some understanding of the information presented in the MET sessions. The tasks require a little more structure and the writing is sometimes inconsistent.	The tasks demonstrate limited understanding of the information presented in the MET sessions. The tasks require a lot more structure and the writing is inconsistent.
Informed writing with evidence of engaging with the readings and other sources related to the MET sessions	The tasks demonstrate consistent evidence of substantial originality and thought in synthesising ideas from the selected sessions. Draws from a broad range of ideas from the presentations, illustrations and readings. Presents a sophisticated perspective of the application of the key concepts to mentoring.	The tasks demonstrate evidence of originality and thought in synthesising ideas from the sessions. Draws from a broad range of ideas from the presentations and readings. Presents a comprehensive perspective of the application of the key concepts to mentoring.	The tasks demonstrate sound evidence and thought in synthesising ideas from the sessions. Draws from a range of ideas from the presentations and readings. Presents a sound perspective of the application of the key concepts to mentoring.	The tasks demonstrate some evidence in describing ideas from the sessions. Draws superficial ideas from the presentations and readings. Presents an adequate perspective about the application of the key concepts to mentoring.	The tasks demonstrate limited evidence in describing ideas from the sessions. Presents a limited or inaccurate view of the application of the key concepts to mentoring.

A synthesis of knowledge and application to your own mentoring.	The tasks demonstrate a thorough synthesis of how the information from the various sources can be applied to your own mentoring.	The tasks demonstrate synthesis of how the information from the various sources can be applied to your own mentoring.	The tasks demonstrate some synthesis of how the information from the various sources can be applied to your own mentoring.	The tasks describe how the information from the various sources can be applied to your own mentoring.	The tasks demonstrate little or no understanding of how the information from the various sources can be applied to your own mentoring.
Professional presentation free from spelling and grammatical errors with correct APA referencing provided for MET session activities.	Error free, publishable quality. Accurately draws from the presentations, readings and further literature.	Some minor errors. A coherent document that is well presented. Correct citation of presentations, readings and further literature.	Lacks major errors. A clear document with sequential discussion. Mostly correct citation of presentations, readings and further literature.	Some major errors noted that need to be rectified. Text is reasonably cohesive. Limited correct citations of presentations, readings and further literature.	Significant errors throughout, lacks cohesion. Significant referencing problems.
Comments:					