

Student Name

S123456

Dear College Appeals Committee,

Re: Appeal Against Assessment

I would respectfully like to put forward an 'Appeal against Assessment' for my final grade in the course XXXX ABC, which is part of the AB123 Bachelor of ABC at RMIT.

I am appealing on the grounds that I have evidence that the assessment for this course did not comply with the University Policies on Assessment. Specifically I believe I have evidence to argue that there has been a breach of the following sections of the RMIT Assessment Policy:

1. RMIT Assessment Principles

b) Formative- assessment that provides feedback to the student during the learning experience

Section 1.2 Assessment feedback is used to enable and enhance student learning

a) Assessment feedback is timely and promotes a positive attitude to future learning

d) Where appropriate, assessment feedback informs students of how they can improve

Section 1.6 Assessment is fair and provides for student diversity

a) An assessment task's purpose, requirements, stands and marking criteria are clearly articulated.

I have already made contact with my course co-ordinator Dr XXXX. I emailed her on the 20th of July 20XX and again on the 27th of July 20XX enquiring if a review of my assessment was possible and to seek clarification on my assignment (these emails are attached). After receiving a reply email stating that a review was not possible, I am now wishing to make a formal appeal.

I believe there has been a breach of the Assessment Policy Section 1.2, in particular:

a) Assessment feedback is timely and promotes a positive attitude to future learning.

d) Where appropriate, assessment feedback informs students of how they can improve.

During the semester I received little to zero feedback on how I was progressing in the semester. The only feedback I received was the mark I received from each fortnightly tutorial quiz, which was worth 4% per quiz towards our overall score. We completed a total of 5 tutorial quizzes adding to 20% of the course marks, which is quite a significant percentage of the overall assessment value. The feedback I received from the tutorial quizzes would consist of a solitary numerical score listed online, with no individual feedback outlining how I could improve my learning and

understanding of the topics being taught. The only time tutorial quiz mark feedback would be provided was sporadically at the very start of our tutorial sessions when Mr XXXX (Tutorial teacher) would inform the whole class that we as a 'collective class' performed poorer in comparison to the previous quiz, but no individual feedback was ever received. During the semester we also had an article worth 10% to complete by the end of week 9, which I thoroughly enjoyed researching and completing putting a lot of time into. Once my score was received I was once again disheartened by the lack of constructive feedback, which simply stated:

"Exceeded word limit. Proofread your work there are some spelling mistakes"

At no time during the subject whether in Tutorial class or on my article was I personally informed on how I could 'improve' on my mark and further my learning, and as a result improve my grade. I received what I perceived to be simple and uninformative feedback which I feel did not 'promote a positive attitude to future learning' as per the RMIT Assessment Policy. I believe that if I had received more informative and substantive feedback, I would have had a greater opportunity to reflect on where I was going wrong, and how to improve, and that I would have been able to achieve a higher overall mark for this course.

I also believe there has been a breach of:

Section 1.6 of the RMIT Assessment Policy, which states:

Assessment is fair and provides for student diversity

a) An assessment task's purpose, requirements, standards and marking criteria are clearly articulated.

The marking rubric of the article also lacked detail in certain areas, particularly in the area marked 'Quality of source materials' which was worth 8 marks. For my work, I personally used either peer reviewed articles or reputable websites such as, educational and governmental websites which I would view as 'quality' source materials. I am confused as to why I did not receive full marks for this section of the marking criteria. With minimal detail provided to explain the differences between how to achieve a poor, fair, good and excellent mark, I feel this section of the marking rubric was not clearly articulated. This, coupled with a lack of feedback, meant I had to use my personal knowledge from previous courses to identify what quality references were, as the marking rubric lacked detail on the definition of 'Quality of source materials'.

To make matters more challenging while working on the assignment our Blackboard site became inaccessible for two days before the assignment was due. There is a screen shot of the announcement that Blackboard was down attached to this appeal.

I felt disadvantaged when completing the assignment by the lack of access to the assignment information page for several days prior to the completion of the assignment, meaning I could not keep referring to the marking rubric or other information. I believe this compromised my potential to obtain a higher mark.

I sincerely hope that the College Appeals Committee can review my final result for this course, based on the arguments I have put forward about how this course was delivered and the lack of feedback I was provided.

Thank you for your consideration,

Yours sincerely,
Student ABC

SAMPLE