

Criteria	Excellent 75-100%	Good 60-74%	Fair 50-59%	Poor 25-49%	Very Poor 0-24%	Notes
Factual Content=50%						
Validity of statements and claims	The majority of statements and claims are generally recognized as being true.	There is a good number of statements and claims that are generally recognized as being true	Only about half of the statements and claims that are prepared are generally recognized as being true.	Less than about half of the statements and claims that are prepared are generally recognized as being true.	Provides only a few statements and claims that are generally recognized as being true.	
Comprehensiveness of statements and claims	There is a good range of statements and claims that cover the requirements of the question.	There is an adequate range of statements and claims that cover the requirements of the question.	There is not enough of a range of statements and claims to cover the requirements of the question. Does include some important material.	There are rather few statements and claims to cover the requirements of the question. Omits some very important material.	Does not provide anywhere near a comprehensive range of statements and claims that cover the requirements of the question.	
Use of multiple sources to make statements and claims. If reviewing one paper or resource what alternatives are there to that paper or resource you are reviewing.	The writer has used several (more than five) important information sources in preparation of the statements and claims.	The writer has used three or four important information sources in preparation of the statements and claims.	There is not enough use of sources of information so the answer tends to be one sided or poorly balanced.	The answer is structured around only one or two sources of material in preparation of the statements and claims.	No real or little research was undertaken or the material written reflects a single source that was clumsily paraphrased.	
Complexity of ideas used when presenting statements and claims	Complex ideas are successfully included within the preparation of statements and claims.	An attempt has been made to include complex ideas within the preparation of statements and claims.	The attempt to include complex ideas was unconvincing and introduced errors of interpretation.	No complexity of ideas is included within the preparation of statements and claims. Serious errors of interpretation were found.	The answer demonstrates incomplete or simplistic understanding of the required content.	
Logical arguments supporting claims=25%						
Are statements and claims clearly and unambiguously stated?	All statements and claims are clearly stated without any ambiguity.	The majority of statements and claims are clearly stated without any ambiguity. A few statements and claims are poorly stated or ambiguously expressed.	About half the statements and claims are clearly and unambiguously stated. About half the statements and claims are poorly stated or ambiguously expressed.	Some statements and claims are well expressed but the majority are poorly stated or ambiguously expressed.	A maximum of two statements or claims are well expressed. Other statements and claims are ambiguously expressed.	
Are statements and claims clearly focused on identified problems and issues?	All statements and claims are clearly focused to the identified issues or the central theme of the arguments.	The majority of statements and claims are clearly focused to the identified issues or the central theme of the arguments. A few statements and claims do not connect with the main focus of the answer.	About half the statements and claims are clearly focused on identified problems and issues while the rest do not appear to relate to the identified problem(s) and issue(s) at all.	A few statements and claims are focused on (an) identified issue(s) but the majority do not relate to the identified issues at all.	It is difficult to determine the relationship between statements and claims and answering (an) identified issue(s) or to the central theme of the arguments.	
Do statements and claims have a logical progression?	All statements and claims have a logical flow to answering (an) identified issue(s) or to the central theme of the arguments.	The majority of statements and claims have a logical flow to answering (an) identified issue(s) or to the central theme of the arguments. A few statements and claims appear not to connect to the main flow of ideas.	About half the statements and claims are logically arranged while the rest are not logically connected to the central theme of the argument.	Some statements and claims are logically ordered but the majority are not logically connected to the central theme of the argument.	There is no discernable structure to the statements and claims and they do not help to answering (an) identified issue(s) or to the central theme of the arguments.	
Are alternative ideas presented and refuted?	Does the author provide comprehensive debate on alternatives to the mainstream thinking in this field/discipline?	Does the author provide some debate on alternatives to the mainstream thinking in this field/discipline?	The author has provided only a sentence or two on debate of alternatives to the mainstream thinking in this field/discipline.	The author has provided only an indirect or glimpse of alternatives to the mainstream thinking in this field/discipline.	No effort was made for inclusions of alternatives views to the normal or single sources for statements and claims.	
Structural organisation=15%						
Use of subheadings and clear demarcation of paragraphs	Very good use of subheadings and demarcation of paragraphs. Paragraphs contain one idea.	A paragraph or two could do with some editing but most of the paragraphs are clearly demarcated and subheadings are used effectively.	The use of subheadings and demarcation of paragraphs provide limited help to understanding the content.	Although there are either subheadings or fairly clear demarcation of paragraphs these have not helped develop clear connections between these elements.	There is no use of subheadings and the assignment is prepared as ONE long paragraph.	
Clear connections from end of one paragraph to the start of the next paragraph	The paragraphs relate to each other in a coherent and logical fashion with the end of one paragraph connecting with the next paragraph.	Most of the paragraphs are clearly connected.	At least half the connections between paragraphs are clear.	The connections between paragraphs are occasionally clear but in most cases, the flow of ideas is not logical.	There are no paragraphs or subheadings to connect flow of ideas. Sentence sequence does not demonstrate that clear and logical flow of ideas.	
Ordering of content ideas working from general to specific or working chronological order.	Content is organized with general statements and claims followed up by more specific information that builds on the general ideas.	The organization of content ideas is reasonable but could be improved.	The organization of ideas is not consistently from general to specific.	Some limited organization is visible.	There is no clear organization of thought working from the general to the specific.	
A clearly structured introduction is provided	An informative and succinct introduction is provided on which the rest of answer is based.	The introduction provides a reasonable idea of the rest of the content but could be more polished.	The introduction is poorly prepared but does give the reader some idea of the rest of the content.	An introduction has clearly been attempted but it is of limited help in preparing the reader for the rest of the content.	No introduction is provided or it is only one sentence and does not help prepare the reader for the rest of the content.	
Clearly and succinctly prepared conclusion that wraps up the main ideas of the answer	An informative and succinct conclusion is provided on which the rest of answer is based.	The conclusion covers the main ideas of the answer but could be more polished.	The conclusion is poorly prepared but covers most of the main ideas of the answer.	A conclusion has clearly been attempted but it does not provide an adequate summarization.	No conclusion is provided or it is only one sentence and does not provide adequate summarization.	
Coherence and academic English=10%						
Mechanics: Grammar, spelling, & punctuation	All aspects of the answer are well written with no grammar, spelling and punctuation mistakes.	Mostly well written with few grammar, spelling and punctuation mistakes.	Contained significant amounts of poor grammar, spelling and punctuation.	Only a couple of sentences/paragraphs were well written with few grammar, spelling and punctuation errors.	Standard of written is English is very poor with many mistakes.	
Short direct sentences (< 15 words per sentence)	Nearly all sentences are short and direct with only a single idea contained in them.	Most sentences are short and direct with only a single idea contained in them.	Only a few sentences are short and direct with only a single idea contained in them.	There are one or two sentences that are short and direct with only a single idea contained in them.	All sentences ramble, are long and contain multiple ideas.	
Used formal language. Scientific conventions of writing and citation fully observed.	Language used is formal and uses normal scientific conventions; units of measurement and citations are correctly prepared.	Language used is mostly formal and uses normal scientific conventions; units of measurement and citations are correctly prepared. Some sections need revision but no more than 25%.	About half of the answer is correctly prepared with respect to language used and adherence to normal scientific conventions; units of measurement and citations are correctly prepared.	There are one or two sentences that are correctly prepared with respect to language used and adherence to normal scientific conventions; units of measurement and citations are correctly prepared.	The preparation is not formal, nor precise and does not use scientific conventions.	

ASSIGNMENT

Name: _____