

Key Criteria for Presentation	%	Exceeds Expectations (High Distinction) 85-100%	Exceeds Expectations (Distinction) 75 - 84%	Meets Expectations (Credit) 65 – 74%	Meets Expectations (Pass) 50 – 64%	Below Expectations (Fail) below 50%
Introduction	2	Topic, key points and purpose of the presentation is introduced in a clear and interesting way which captures the audience's attention.	Topic, key points and purpose of the presentation is introduced in a clear and interesting way.	Topic, key points and purpose of the presentation is introduced with clarity.	Topic introduced, but the introduction is underdeveloped in terms of key points and/or purpose of presentation.	No topic, key points and/or purpose is introduced or the introduction is irrelevant to assessment item.
Arguments are framed and articulated well from the affirmative side, strong evidence is used.	4	Superior framing and articulation of all arguments. Using more than 16 academic references	Very convincingly framed and articulated. Using more than 14 academic references	Convincingly framed and articulated. Using more than 12 academic references	Effectively framed and articulated. Using 10 academic references	Poorly framed and articulated. Using less than 10 academic references
Arguments are framed and articulated well from the negative side, strong evidence is used.	4	Superior refutations and use of evidence throughout. Using more than 16 academic references	Very convincingly refutes and uses evidence. Using more than 14 academic references	Convincingly refutes and uses evidence. Using more than 12 academic references	Effectively refutes and uses evidence. Using 10 academic references	Insufficiently addressed. Using less than 10 academic references
Conclusion	2	Clear and concise summary with effective links to the introduction and body of the presentation.	Clear and concise summary of the presentation with links to the introduction and body of the presentation.	The conclusion provided links to the introduction and body of the presentation, but was not concise or unclear at times.	The conclusion provided some links to the introduction and body of the presentation, but was not concise or unclear.	No conclusion or no links established to the introduction and body of the presentation.
Organization of presentation and creativity	3	Presents information and ideas in a logical and interesting sequence which the audience can easily follow. The visual aids are well designed and confidently used, which effectively support and add impact to the presentation. Mode of delivery is highly engaging and highly creative, keeps the audience entertained.	Presents information and ideas in a logical sequence which the audience can follow. The visual aids are well designed, confidently used and effectively support the presentation. Mode of delivery is quite engaging and quite creative, keeps the audience entertained.	Presents information and ideas at a reasonable level of logical sequence which the audience finds difficult to follow at times. The visual aids are well designed and effectively support the presentation. Mode of delivery is engaging and creative, despite occasional error in pronunciation and choices of words.	Presents information and ideas at a basic level of logical sequence which the audience generally finds difficult to follow. The design of the visual aids are satisfactory or the aids are at times unrelated to the message presented. Mode of delivery is somewhat engaging, contains frequent errors in pronunciation and choices of words.	Presents information in a poorly developed and illogical sequence which the audience cannot follow. The student mumbles, incorrectly pronounces terms, is not expressive and cannot be heard by a majority of audience members. No visual aids are used, the visual aids are poorly designed or they are largely unrelated to the message presented.

Key Criteria for Argumentative Essay	%	Exceeds Expectations (High Distinction) 85-100%	Exceeds Expectations (Distinction) 75 - 84%	Meets Expectations (Credit) 65 – 74%	Meets Expectations (Pass) 50 – 64%	Below Expectations (Fail) below 50%
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Presentation and quality of writing	2	Quality of writing at a very high standard. Sections are coherently connected to each other. Correct grammar, spelling and punctuation.	Quality of writing is of a high standard. Sections are mostly well structured. Few grammar, spelling and punctuation mistakes.	Quality of writing is of a good standard. Few grammar, spelling and punctuation mistakes.	Some problems with sentence structure and presentation. Frequent grammar, punctuation and spelling mistakes. Use of inappropriate language.	Quality of writing is at a very poor standard so barely understandable. Many spelling mistakes. Little or no evidence of proof reading.
Referencing	1	Faultless use of the APA referencing system in the body of the assignment and in the reference list to correctly cite academic sources.	Very good use of the APA referencing system in the body of the assignment and in the reference list to correctly cite academic sources.	Competent use of the APA referencing system in the body of the assignment and in the reference list to correctly cite academic sources.	Satisfactory use of the APA referencing system in the body of the assignment and in the reference list to correctly cite academic sources.	Limited ability to use the APA referencing system in the body of the assignment and in the reference list to correctly cite academic sources.