

Rubric

Name AT1331 Assessment 4 rubric: Research essay

Description Task: Research essay of 2,000 words

Rubric Detail

	Levels of Achievement				
Criteria	High Distinction 85% - 100%	Distinction 75% - <85%	Credit 65% - <75%	Pass 50% - <65%	Fail 0% - <50%
Sentence Structure	All sentences are well-constructed with a logical flow of connected ideas within and between each paragraph. The information is explained concisely and is carefully proof-read.	Mastery of sentence construction; has occasional grammatical errors on the sentence level. Evidence of proof reading.	Sentence structure most often successfully used; several grammatical errors at the sentence level. Briefly proof read.	Sentence structure is attempted but often unsuccessfully; grammatical errors distract from meaning.	Most sentences are not well-constructed or linked correctly. Language used is colloquial or chatty. Information outlined in essay is repetitive.
Introduction	Correctly identifies and describes all of the issues related to the topic/question, and expresses them with clarity and precision.	Correctly identifies and describes a majority of the issues related to the question/topic with clarity and precision.	Correctly identifies and describes the issues related to the question/topic though, in some instances, with less than optimal clarity and precision.	Correctly identifies and describes the main issues though not expressed with optional clarity and precision.	Introduction is vague or evasive. Misses significant proportion of the main issues.
Analysis	Exceptional analysis of the issues. With clear critical insights.	Complete analysis of the issues displaying some critical insights.	Sound and fairly complete analysis of the issues but displaying only minimal critical insights.	Generally sound analysis of the issues although with some omissions.	Lack of adequate understanding of the issues, leaving the reader puzzled or confused.
Conclusion	Conclusion reviews issues raised in the essay and finalises argument.	Conclusion makes a strong point and summaries relevant issues.	The conclusion is recognisable. The writer's position is evident with some misunderstanding when summarising the critical issues.	Evidence of conclusion but doesn't restate the key points. Demonstrates little critical insight.	Conclusion introduces new material or is repetitive. Displays little understanding and no critical insight.
References	All sources used to support analysis are credible and set out correctly using the CDU Harvard referencing style. Ideas and words of others are acknowledged.	Mostly accurate referencing used. Ideas and words of others are acknowledged.	Referencing is at times inconsistent. Ideas and words of others are not always acknowledged.	Inconsistent or inaccurate referencing used.	Reference list faulty or missing.