

## Assessment Rubric - Assessment 4: Persuasive Essay

Language (20%)				
	Academic style & voice	Word choice	Sentence fluency	Grammar conventions
	/5	/5	/5	/5
<b>HD</b> <b>4.5 - 5</b>	The writing is <b>highly sophisticated</b> and shows significant variety and complexity employed for effect; tone is consistent and suitable for the purpose and audience.	Consistently abstract, effective, deliberate and <b>sophisticated</b> and reflects the technical lexis of the field.	The sentence structure is consistently logical and clear so that relationships among ideas are firmly and smoothly and <b>eloquently</b> established.	The writing is <b>error-free</b> , contributing to enhanced readability.
<b>D</b> <b>4</b>	The writing shows variety and complexity employed for effect; tone is mostly consistent and suitable for the purpose and audience.	Consistently abstract, effective, and deliberate, and is reflective of the technical lexis of the field, with limited or no word choice issues.	The sentence structure is most often logical and clear, so that relationships among ideas are, for the most part, firmly and smoothly established.	The writing is almost error-free, contributing to enhanced readability.
<b>C</b> <b>3.5</b>	The writing shows some variety and complexity that may be inconsistent; tone may be inappropriate for the purpose and the audience.	Regularly abstract and effective, is somewhat reflective of technical lexis of the field, and only occasional word choice issues arise.	The sentence structure is often logical and clear and relationships among ideas are established.	The writing reflects some errors in spelling, grammar, punctuation, capitalisation and/or paragraphing, but the errors do not detract from readability.
<b>P</b> <b>2.5 - 3</b>	The writing shows little variety and may be simplistic or rely on clichés; tone may be inappropriate and have inconsistencies in tense and person.	Predominantly general and functional rather than abstract and reflective of the field. Some repeated or clumsy errors in word choice.	The sentence structure may be inconsistently logical and clear, and/or the relationships among ideas are not consistently established.	The writing reflects errors in spelling, grammar, punctuation, capitalisation and/or paragraphing, and is beginning to affect readability.
<b>F</b> <b>0 - 2</b>	The writing in general contains superficial and stereotypical language; inappropriate colloquial rather than formal written language patterns predominate.	Beginning to lead to loss of meaning and coherency.	The sentence structure is often illogical or unclear so that relationships among ideas are only occasionally established.	The writing reflects errors in spelling, grammar, punctuation, capitalisation and/or paragraphing that considerably affect readability.

Text organisation (30%)					
	Introduction	Body paragraphs		Conclusion	Word processing
	/10	/10		/5	/5
<b>HD</b> <b>8.5 - 10</b>	Thesis statement is clear, and orientation and outline of ideas to be discussed is <b>perfectly</b> aligned with the body of the paper. Scope is provided where relevant.	The writing demonstrates <b>faultless</b> , purposeful and cohesive arrangement of topics; events and ideas into paragraphs clearly signposted with topic sentences. Stages appropriate to the genre are presented.	<b>HD</b> <b>4.5 - 5</b>	Conclusion is clearly signposted and summary of key points is <b>extremely</b> comprehensive, clear, effective, and flows from the body of the paper, with clear and articulate reference to the thesis statement/topic.	The essay is presented with <b>perfect and professional</b> formatting, including specified font, line-spacing, paragraph-spacing, margins, justifying, headers and footers (with student name, student number, unit code, and page-numbering).
<b>D</b> <b>7.5 - 8</b>	Thesis statement is clear, and orientation and outline of ideas to be discussed are closely aligned with the body of the paper. Scope is provided where relevant.	The writing demonstrates purposeful and cohesive arrangement of topics, events and ideas into sign-posted paragraphs. Stages appropriate to the genre are presented.	<b>D</b> <b>4</b>	Conclusion is clearly signposted and a summary of key points is clear, effective, and flows from the body of the paper, with satisfying reference to the thesis statement/topic.	The essay is presented with mostly correct formatting.
<b>C</b> <b>6.5 - 7</b>	Thesis statement is fairly clear and complete, and orientation and outline of ideas to be discussed are aligned with the body of the paper.	The writing demonstrates cohesive arrangement of topics, events and ideas into reasonably clear paragraphs, although topic sentences may be faulty or absent. Stages appropriate to the genre are presented.	<b>C</b> <b>3.5</b>	Conclusion is signposted and a summary of key points is generally clear and flows from the body of the paper, with reference to the thesis statement/topic.	The essay is presented with some errors in formatting.
<b>P</b> <b>5 - 6</b>	Thesis is vague, unclear, or confusing, and orientation and/or ideas introduced are loosely related to the writing task.	The writing demonstrates discernible, but has weak and/or inconsistent arrangement of topics, events and ideas that only partly meets the genre requirements.	<b>P</b> <b>2.5 - 3</b>	The signposting for the conclusion and summary of key points is either unclear or loosely related to the body of the paper.	Only some of the components of the required essay formatting are complied with.
<b>F</b> <b>0 - 4.5</b>	Thesis is missing, and orientation and/or ideas introduced bear only some relation to the body of the paper.	The writing lacks clear purpose and direction because topics, events, ideas and details are presented erratically and do not meet the genre requirements.	<b>F</b> <b>0 - 2</b>	No conclusion is signposted and summary of key points is missing or bears little relation to the body of the paper.	Very few required components of the essay formatting are correctly presented.

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Content and evidence quality (50%)					
	Response to task		Critical thinking	Research	Referencing
	/20		/10	/10	/10
<b>HD</b> 17 - 20	Overall response to task provides a comprehensive background of the scenario and a highly relevant definition of sustainability, <b>clearly</b> supports an appropriate thesis, explains and interrelates key environmental, social and economic perspectives, and provides a convincing discussion of sustainable responses to concerns. Word count is correct.	<b>HD</b> 8.5 - 10	<b>Consistently</b> uses logical judgement and reasoning to evaluate perspectives and context of concerns to identify potential responses. Evaluation is linked logically to context. Develops <b>unanticipated</b> responses that are achievable within the scope of the scenario.	Ideas and arguments are supported by suitable paraphrasing (and limited quoting) of more than six different <b>highly</b> credible and relevant sources. Effectively uses evidence and reasoning to propose sustainable outcomes. Evidence is scholarly and knowledgeable.	In-text citations and a reference list are consistently and <b>perfectly integrated</b> to support ideas and follow APA 6 <sup>th</sup> edition referencing conventions.
<b>D</b> 15 - 16.5	Overall response to task provides a background of the scenario and a relevant definition of sustainability, supports an appropriate thesis, and <b>explains</b> key environmental, social and economic perspectives. It convincingly discusses sustainable responses to concerns. Word count is correct.	<b>D</b> 7.5 - 8	Generally uses logical judgement and reasoning to evaluate perspectives and context of concerns to identify potential responses. Evaluation is linked logically to context. Responses are achievable within the scope of the scenario.	Ideas and arguments are supported by suitable paraphrasing (and limited quoting) of six or more different credible sources. Uses evidence and reasoning to propose and support sustainable outcomes. Evidence is credible and knowledgeable.	In-text citations and a reference list are consistently and appropriately integrated to support ideas and follow APA 6 <sup>th</sup> edition referencing conventions.
<b>C</b> 13 - 14.5	Overall response to task provides a background of the scenario and a definition of sustainability supports a thesis and <b>explains</b> key environmental, social and economic perspectives and sustainable responses to concerns. However, depth, breadth and clarity of ideas is somewhat limited. Word count is correct.	<b>C</b> 6.5 - 7	Some evidence of logical judgement and reasoning to evaluate perspectives and context of concerns to identify potential responses. Evaluation is mostly linked logically to context. Most responses are achievable within the scope of the scenario.	Ideas and arguments are supported by suitable paraphrasing (and limited quoting) of at least six different sources that are mostly credible and relevant. Generally uses evidence and reasoning to propose sustainable outcomes. Evidence is generally credible and knowledgeable.	In-text citations and a reference list are mostly provided to support ideas and generally follow APA 6 <sup>th</sup> edition referencing conventions.
<b>P</b> 10 - 12.5	Overall response to task provides some but <b>not all required elements</b> : background, thesis, a definition of sustainability, an explanation of relevant environmental, social and economic perspectives and sustainable outcomes; and/or depth, breadth and clarity of ideas is limited. Word count is close to correct.	<b>P</b> 5 - 6	Limited evaluation of concerns and perspectives. Limited, achievable responses suggested. Link to context is somewhat provided.	Ideas and arguments are supported by suitable paraphrasing (and limited quoting) of less than six different credible and relevant sources. Some evidence used to link perspectives. Evidence not always credible. Little evidence to support outcomes. Evidence is not consistently credible.	In-text citations and a reference list are not always provided to support ideas and do not consistently follow APA 6 <sup>th</sup> edition referencing conventions.
<b>F</b> 0 - 9.5	Overall response to task is missing a number of required elements: background, a definition of sustainability, an explanation of environmental, social and economic perspectives and sustainable outcomes; and/or depth and breadth of ideas is extremely limited. Word count is far from correct.	<b>F</b> 0 - 4.5	Very limited evaluation of concerns and perspective. Potential responses not identified. Limited analysis of context.	Ideas and arguments are not supported by an adequate number of credible and relevant sources. Lack of evidence to support outcomes. Evidence is not credible and/or knowledgeable.	A number of required in-text citations in the reference list are not provided to support ideas and APA 6 <sup>th</sup> edition referencing conventions are not followed.
<b>TOTAL</b>	<b>/100</b>		<b>GRADE</b>		

Comments: