

GCRB Rubric Assessment Criteria: Essay

Pass rate: 50%

Learning outcomes being assessed are:

Subject / discipline-specific academic accomplishments	Knowledge and Understanding - Using knowledge of relevant theories and subject literature, demonstrating an understanding of the dimensions of the discipline/ topic, its relationship to other frameworks, and the boundaries in which the subject matter is situated. Analysis and evaluation - Using understanding and insight, demonstrating an awareness of gaps or limits in the knowledge base, selecting appropriate methods of enquiry and presenting a lucid and rational argument, well thought out conclusions, and identification of next steps. Synthesis and Critical Thinking - Logical reasoning, synthesis and combination of different viewpoints dealing with complex and conflicting information, and drawing conclusions in the absence of complete data. Academic and Information literacy - The ability to identify information needs, to locate, manage, authenticate and critically evaluate a range of sources. The ability to select and apply appropriate tools to manage, manipulate, and process information effectively.
Intellectual Curiosity	Conceptualisation, application / reflection / and evaluation – Demonstrating reflection, including personal reflection and evaluation.
Professional Attributes and Values	Ethical and social responsibilities - Awareness of and application of personal, social, political, environmental, ethical principles and issues, appreciation of other views, and awareness of and demonstration of cultural awareness and respect for others. Include personal development, if relevant.
Practical and Personal Skills	Communication skills - The ability to interact effectively with others through the use of excellent written communication, resulting in clarity of expression, written and spoken including grammar and punctuation. Conforming to instructions - Working to objectives and standards, including word lengths, appropriate methodologies, and academic conventions including referencing style.

Descriptors

Outstanding (90-100%): Distinction level	exceptional content, independent, innovative, flair, high level of analysis, informed, sustained quality in all areas,no errors
Superior (80-89%): Distinction level	accomplished, ambitious, detailed and accurate content, no errors
Excellent (70-79%): Distinction level	rigorous, methodical, analytic, content meets all the requirements, few errors or omissions.
Good (60-69%): Merit level	competent, reasoned, coherent, content very sound, few errors/omissions.
Fair (50-59%): Pass level	satisfactory, relevant, content meets many of the required elements, some errors/omissions.
Marginal (40-49%): Fail	evident weaknesses but some relevant content, some errors/omissions .
Clear Fail (30-39%): Fail	not passable, basic weaknesses in content, execution, numerous errors/omissions.
Insufficient (20-29%): Fail	inadequate, irrelevant content, extensive errors/omissions.
Weak (10-19%): Fail	little or no relevant content, extensive errors/omissions.
Poor (0-9%): Fail	no relevant content, extensive errors/deficient.

Rubric

	100%	85%	75%	65%	55%	50%	45%	35%	25%	15%	5%
	Demonstrates outstanding	Demonstrates superior	Demonstrates excellent	Demonstrates good	Demonstrates fair	Demonstrates a pass	Demonstrates marginal fail	Demonstrates a clear fail	Demonstrates insufficient	Demonstrates weak	Demonstrates poor
MARK AWARDED	20	17	15	13	11	10	9	7	5	3	1
Knowledge and Understanding (20%)	Using knowledge of relevant theories and subject literature, demonstrating an understanding of the dimensions of the discipline/ topic, its relationship to other frameworks, and the boundaries in which the subject matter is situated.										
MARK AWARDED	15	12.75	11.25	9.75	8.25	7.5	6.75	5.25	3.75	2.25	0.75
Analysis and Evaluation (15%)	Using understanding and insight, demonstrating an awareness of gaps or limits in the knowledge base, selecting appropriate methods of enquiry and presenting a lucid and rational argument, well thought out conclusions, and identification of next steps.										
MARK AWARDED	15	12.75	11.25	9.75	8.25	7.5	6.75	5.25	3.75	2.25	0.75
Synthesis and Critical Thinking (15%)	Logical reasoning, synthesis and combination of different viewpoints dealing with complex and conflicting information, and drawing conclusions in the absence of complete data.										
MARK AWARDED	5	4.25	3.75	3.25	2.75	2.5	2.25	1.75	1.25	0.75	0.25
Academic and Information Literacy (5%)	The ability to identify information needs, to locate, manage, authenticate and critically evaluate a range of sources. The ability to select and apply appropriate tools to manage, manipulate, and process information effectively.										
MARK AWARDED	10	8.5	7.5	6.5	5.5	5	4.5	3.5	2.5	1.5	0.5
Conceptualisation , application/ reflection/ and evaluation (10%)	Demonstrating reflection, including personal reflection and evaluation.										
MARK AWARDED	25	21.25	18.75	16.25	13.75	12.5	11.25	8.75	6.25	3.75	1.25
Ethical and social responsibilities (25%)	Awareness of and application of personal, social, political, environmental, ethical principles and issues (including personal development, if relevant), appreciation of other views, and awareness of and demonstration of cultural awareness and respect for others.										
MARK AWARDED	5	4.25	3.75	3.25	2.75	2.5	2.25	1.75	1.25	0.75	0.25
Communication skills (5%)	The ability to interact effectively with others through the use of excellent written communication, resulting in clarity of expression, including grammar and punctuation.										
MARK AWARDED	5	4.25	3.75	3.25	2.75	2.5	2.25	1.75	1.25	0.75	0.25
Conforming to instructions (5%)	Working to objectives and standards, including word lengths, appropriate methodologies, and academic conventions including referencing style.										