

Assignment 1 marking rubric

Name: _____ Student #: _____ Tutorial #: _____

ARGUMENTATION & ORGANIZATION	
Argumentation is clear, concise, logical, and well-organized. Demonstrates excellent understanding of the question(s). Student has proficiently addressed all questions/criteria in assignment guidelines (see below).	5
Generally coherent arguments addressing all questions/criteria; may have minor omissions or could benefit from improved clarity in parts. Generally logical but may be vague in parts, or require better organization.	4
Adequate discussion addressing most questions below, but may lack clarity or not have addressed one or more questions in full. Could be better organized or more logical/coherent.	3
Discussion may be vague or unclear, errors may be present, or several of the questions/points below may not be addressed. Claims may not be fully supported, could be considerably more coherent or logical.	2
Inadequate discussion: not clearly reasoned, insufficient, vague, illogical, or demonstrating major errors in understanding. Insufficient or inadequate examples/evidence. Few of the questions below are addressed.	1
Discussion is completely off-topic or does not address the question(s) at all.	0
<ul style="list-style-type: none"> • Did student summarize etymologies of all four words, in enough detail? • Were opposing arguments presented and addressed (i.e., pros and cons discussed)? • Was student's conclusion for each pair of words clearly argued for? • Has student clearly distinguished between statements of fact and opinion? 	
UNDERSTANDING & APPLICATION OF COURSE CONCEPTS	
Demonstrates excellent understanding of morphology and etymology , the relationship between the two, and why the question posed in the assignment is interesting. Relevant terminology used where applicable.	4
Student's understanding of relevant course concepts (e.g. morphology, etymology) may be in doubt. Terminology may be incorrect, vague or incomplete.	2
Use of terminology is incorrect or absent, or demonstrates complete lack of understanding of concepts.	0
ADDITIONAL COMMENTS	
STYLE: GRAMMAR, SPELLING, PUNCTUATION, ETC.	
Few/no errors, spelling mistakes, or typos. Evidence of careful editing/proofreading; appropriate style.	2
Some errors but not so many that they compromise clarity. More careful editing would help.	1.5
Numerous, significant errors compromise clarity; grader must re-read sentences to discern meaning. Style may not be appropriate for a university assignment.	1
Numerous, significant errors completely obscure meaning of significant portions of the assignment.	0
CITATIONS & ATTRIBUTIONS	
In-text citations and references are complete and correct, and student has adequately incorporated his/her own opinion with ideas from other sources which are properly attributed.	2
Student has attempted to incorporate his/her own ideas/opinions with those from other sources, but in-text citations or references have minor omissions or are not fully integrated properly.	1
Student's own ideas not successfully integrated with source material; there may be major omissions in citations or references, or inadequate attribution through quotations, paraphrasing, etc. (NB: If plagiarism is suspected, the instructor will be notified.)	0

NOTE: This rubric is a guideline only; the final grade is at the discretion of the instructor and TAs, who reserve the right to modify this grading scheme and/or make additional deductions.

TOTAL: /13