| Element | **FAIL** | **PASS to CREDIT** | DISTINCTION to HIGH DISTINCTION |
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| Introduction |  Does not adequately introduce the topic and/or context   Lacks a statement of argument/ purpose   Does not include information required by task   Contains irrelevant and/or misleading information |  Introduces the topic, context   States argument or purpose;   Includes definitions (if required)   Includes most information required by task (essay, report, reflection)   Mostly clear and relevant information |  Clearly introduces the topic, context   Clarity in statement of argument or purpose   Includes definitions (if required)   Includes information required by task  (essay, report, reflection)   Information clear and relevant |
| Paragraphs |  Paragraphs lack clear topic sentences   Irrelevant supporting sentences lacking connection to the main idea/ topic sentence; lack of coherence within and between paragraphs   Paragraphs contain insufficient or irrelevant detail (too long or too short) |  Paragraphs generally have topic sentences, containing the topic and main idea, relevant to the task   Supporting sentences relate to the topic sentence; generally coherent and logical within and between paragraphs   Paragraphs generally adequate length for development of main idea |  Consistent use of a clear topic sentence, (containing the topic and main idea) all relevant to the task   Coherent and logical supporting sentences elaborating on the topic sentence; consistent coherence within and between paragraphs   Paragraphs adequate length for development of ideas |
| Conclusion |  No clear conclusion/answer to the question   No clear restatement of purpose and/or summary of key concepts/themes.   Introduces new ideas/ arguments/ evidence and/or irrelevant information |  States conclusion/s satisfactorily   Clear response to the question/ task   Restatement of argument/ thesis/  purpose/ findings   Does not introduce new ideas, arguments or evidence |  Coherent statement of conclusion/s   Sophisticated response to the question/ task   Clear restatement of argument/ thesis/ purpose/ findings   No new ideas, arguments, evidence or irrelevant information |
| Research |  Fails to use relevant theory or number of sources indicates lack of research   Research not paraphrased correctly   References positioned incorrectly or used inaccurately |  Generally integrates relevant theory from a number of mostly appropriate sources   Paraphrases adequate to avoid plagiarism   References accurately used and positioned |  Integrates research and ideas from relevant and appropriate sources   Clear, well-integrated evidence using accurate paraphrase and summary   Appropriate references, accurately positioned |
| Referencing |  References do not conform to the appropriate referencing conventions, in-text and/or in the reference list |  References generally conform to the appropriate referencing conventions, both in-text and in the reference list |  References consistently conform to the appropriate referencing conventions, both in-text and in the reference list |
| Style |  Inadequate use of formal academic English style and/or inconsistencies of style   Frequent use of language inappropriate to academic purposes, e.g. informal English expression, use of subjective or personal, etc. |  Generally uses formal academic English style (few lapses)   Objective and impersonal language generally appropriate to academic purpose of the task |  Consistent and sophisticated use of formal academic English style   Appropriate use of objective impersonal language suitable for academic purposes |
| Grammar |  Language fails to communicate meaning clearly   Vocabulary limited or frequently inappropriate; sentence structure often incorrect/ interferes with meaning   Incorrect use of grammar (verb tenses, subject-verb agreement, pronouns etc.)   Inadequate punctuation and/or spelling |  Language generally communicates clearly   Vocabulary generally appropriate; lapses in sentence structure generally do not interfere with meaning   Generally correct grammar (verb tenses, subject-verb agreement, pronouns etc.)   Generally correct punctuation and spelling |  Communicates meaning through use of clear and unambiguous language   Consistent use of appropriate vocabulary and sentence structure enabling unambiguous grasp of the meaning   Consistent use of correct grammar (verb tenses, subject-verb agreement, pronouns etc.)   Correct punctuation and spelling |