| ELEMENT | FAIL | PASS | CREDIT | DISTINCTION | HIGH DISTINCTION |
| --- | --- | --- | --- | --- | --- |
| Introduction |  Does not adequately introduce the topic and/or context   Lacks a statement of argument or 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 some information required by task (essay, report, reflection)   Mostly clear and relevant information |  Introduces the topic, context   States argument or purpose;   Includes definitions (if required) Includes some 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 |  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 |  Several paragraphs lack a clear topic sentence   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) | Some paragraphs have a topic sentence, containing the topic and main idea, generally relevant to the task  Supporting sentences generally coherent and logical; relate to the topic sentence;  Some paragraphs are adequate length for development of main ideagenerally relevant to the task | Paragraphs have a topic sentence, containing the topic and main idea, generally relevant to the task  Supporting sentences generally coherent and logical; relate to the topic sentence;  Paragraphs are generally adequate length for development of main idea | Most paragraphs have a clear topic sentence, (containing the topic and main idea) and are relevant to the task  Coherent and logical supporting sentences elaborating on the topic sentence  Most paragraphs are adequate length for development of ideas within and between paragraphs | 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  All paragraphs are adequate length for development of ideas within and between paragraphs |
| Conclusion |  No clear conclusion/answer to the question  Does not include a clear restatement of purpose and/or a brief summary of key concepts/themes.  Introduces new ideas/ arguments/evidence and/or irrelevant information | States conclusion  Adequate response to the question/ task  Restatement of argument/ thesis/purpose/ findings  Restatement of structure  May introduce new ideas, arguments or evidence | States conclusion  Clear response to the question/ task  Restatement of argument/ thesis/purpose/ findings  Restatement of structure  Does not introduce new ideas, arguments or evidence | Coherent statement of conclusion/s  Clear response to the question/ task  Clear restatement of argument/ thesis/purpose/ findings  No new ideas, arguments or evidence | Clear and coherent statement of conclusion/s  Clear response to the question/ task  Clear restatement of argument/ thesis/purpose/ findings  No new ideas, arguments or evidence |
| Research | Fails to use relevant theory / or number of sources indicates lack of research  Does not paraphrase correctly  References positioned incorrectly or used inaccurately | Integrates relevant theory from a number of mostly appropriate sources but with occasional irrelevant information  Generally paraphrases adequately to avoid plagiarism  References generally accurately positioned | Generally integrates relevant theory from a number of mostly appropriate sources  Paraphrases adequately to avoid plagiarism  References generally accurately positioned | Integrates research and ideas from relevant and appropriate sources  Clear, well-integrated evidence using accurate paraphrase and summary  Uses mostly accurate references, appropriately positioned | Consistently integrates research and ideas from relevant and appropriate sources  Consistently clear, well-integrated evidence using accurate paraphrase and summary  Consistently uses accurate references, appropriately 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, with some lapses | References generally conform to the appropriate referencing conventions, both in-text and in the reference list | References mostly 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 or inconsistencies of style  Frequent use of informal English expressions and/or use of subjective and/or personal language inappropriate to academic purpose | Adequate use of formal academic English style (some lapses)  Adequate use of objective and impersonal language generally appropriate to academic purpose of the task | Generally uses formal academic English style (some lapses)  Objective and impersonal language generally appropriate to academic purpose of the task | Consistent use of formal academic English style  Appropriate use of objective and impersonal language suitable for academic purpose of the task | Consistent and sophisticated use of formal academic English style  Sophisticated use of objective and impersonal language suitable for academic purpose of the task |
| Grammar | Incorrect use of grammar (verb tenses, subject-verb agreement, pronouns etc.)  Vocabulary limited and frequently inappropriate; sentence structure often incorrect/does not convey meaning  Inadequate punctuation and/or spelling  Language fails to communicate meaning clearly | Generally uses correct grammar (verb tenses, subject-verb agreement, pronouns etc.)  Generally uses appropriate vocabulary and sentence structure; some lapses causing lack of clarity  Adequate punctuation and spelling; some lapses  Generally communicates clearly; some instances of incorrect use of language |  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 |  Mostly uses correct grammar (verb tenses, subject-verb agreement, pronouns etc.)   Mostly uses appropriate vocabulary and sentence structure enabling clear grasp of the meaning   Correct punctuation and spelling   Communicates meaning through use of clear and unambiguous language |  Consistently uses correct grammar (verb tenses, subject-verb agreement, pronouns etc.)   Consistent use of appropriate vocabulary and sentence structure enabling unambiguous grasp of the meaning   Correct punctuation and spelling   Communicates meaning through use of clear and unambiguous language |