| Task response | Good response | ✓ | Satisfactory response | ✓ | Unsatisfactory response | ✓ | Links |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Purpose**  Understanding and addressing the task | Appropriate, relevant  Key points covered |  | Understands the task and the information but not all key points are included or fully developed |  | Not demonstrated understanding of the topic  Information often inaccurate or irrelevant |  | [Learning Lab reports](http://emedia.rmit.edu.au/learninglab/content/reports-tutorial)  [Sample report](http://emedia.rmit.edu.au/learninglab/content/example) |
| **Structure**  Uses appropriate report structure | Uses appropriate report structure |  | Uses report structure but not all appropriate |  | Does not use appropriate report structure |  |  |
| **Format**  Sections | Appropriate sections with headings |  | Sections generally appropriate but some gaps |  | Does not address all sections adequately |  |  |
| **Executive summary**  Summarises whole report -all main sections | Format generally consistent  Summarises whole report |  | Format generally consistent but gaps  attempts to summarise whole report with some gaps |  | Format inconsistent  does not summarise whole report  does not cover all main sections |  | [Executive summary and introduction](http://emedia.rmit.edu.au/learninglab/content/beginning) |
| **Introduction**  outlines context, introduces topic, states purpose | Context, topic and purpose |  | Does not address the three main areas (context, topic and purpose)  adequately |  | Does not address the context, topic and purpose |  |  |
| **The main section/s:** findings, discussion, etc. | Clear sections in paragraphs with appropriate subheadings |  | Information in sections with some lack of clarity or accuracy in paragraphs and subheadings |  | Insufficient structure and clarity in sections and subheadings |  | [Results/discussion- paragraphs, analysing and integrating evidence](http://emedia.rmit.edu.au/learninglab/content/resultsdiscussion) |
| **Conclusion** | Sums up report |  | Conclusion attempted but does not appropriately sum up findings |  | No clear conclusion |  | [Conclusion and recommendations](http://emedia.rmit.edu.au/learninglab/content/conclusion-2) |
| **Recommendations** | Clearly outlines further actions |  | Outlines further action but needs clarity and/or not linked to the conclusion |  | Does not clearly outline appropriate further actions |  |  |
| **Paragraphs** | One main idea in each paragraph (in a topic sentence); linked to overall idea |  | Main idea of paragraph not always clear; |  | Lacks a main idea in most paragraphs; sections with wrong information |  | [Results/discussion- paragraphs, analysing and integrating evidence](http://emedia.rmit.edu.au/learninglab/content/resultsdiscussion) |
| **Research**  Integrating evidence: paraphrasing/ synthesising | Paraphrases, synthesises information in own words; quotes used sparingly |  | Some ability to express ideas in own words |  | Relies heavily on words and passages copied from texts |  |  |
| **Referencing,** citing | Information is correctly referenced – both in-text and in reference list |  | Aware of required system and how it should be used; some inaccuracies |  | Referencing requirements not followed |  | [Integrating references](http://emedia.rmit.edu.au/learninglab/content/integrate-references) |
| **Sentences**, grammar | Range of sentences  Grammar appropriate to communicate meaning clearly; few errors - do not detract from meaning |  | Grammar generally appropriate to communicate meaning clearly; some errors |  | Errors are frequent, making understanding difficult |  | [Sentences](http://emedia.rmit.edu.au/learninglab/content/writing-sentences) |
| **Vocabulary,**  spelling and punctuation | Uses appropriate vocabulary  Spelling and punctuation accurate; carefully checked |  | Vocabulary adequate; occasional errors using subject-specific words/terms  Spelling and punctuation generally accurate; some errors requiring more careful checking |  | Limited vocabulary, words often incorrect or incorrectly used  Numerous errors, spell check not used |  | [Academic word list tool](http://emedia.rmit.edu.au/learninglab/content/academic-word-list-tool)  [Spelling](http://emedia.rmit.edu.au/learninglab/content/spelling-tutorial) |
| **Feedback** | Writing communicates meaning clearly and achieves purpose of the task |  | Writing generally communicates effectively but logic and meaning not always clear |  | Logic and meaning not clear |  |  |