

## Draft Marking Rubric for Literature Review

Criteria	Marks  Total 100	Descriptors - how the assessor will observe as indicator of the level of competency				
		N 0%-49%	P 50%-59%	C 60%-69%	D 70%-79%	HD 80%-100%
Scoping of the literature review	10	No acknowledgement of aim/s or scope of the literature review	While an attempt has been made to introduce the aim/s and scope of the literature review, it/they is/are not presented as a clear statement, and not contextualised.	The writing only includes either a statement of the aim/s of the literature review match/es the scope of the task, or background of the literature review as to contextualise the aim/s of the literature review.	The writing includes a clear statement of the aim/s of the literature review, and the aim/s is/are contextualised according to the scope of the task.	The writing includes a clear and thorough statement of the aim/s of the literature review, and the aim/s is/are well contextualised according to the scope of the task.
Coverage of research	20	The sources used are inadequate or inappropriate; review does not show clear understanding or justification of sources for inclusion in the review.	The sources used may be somewhat inadequate or inappropriate; review does not always show clear understanding or justification of sources for inclusion in the review.	The sources used demonstrate acceptable selection of literature; review exhibits reasonable interpretation of sources and sources' inclusion in the review is somewhat justified.	The sources used demonstrate competent selection of literature; review exhibits appropriate interpretation of sources and justification for inclusion in the review.	The sources used demonstrate judicious selection of literature; review exhibits perceptive interpretation of sources and clear justification for inclusion in the review.
Analysis of literature	20	Student's discussion of the literature describes/summarises only.	Student's discussion of the literature acts primarily as a description/summary, rather than a critical evaluation of the sources used.	Student's discussion of the literature includes elements of critical evaluation of the sources used.	Student's discussion of the literature demonstrates his/her ability both to describe/summarise, <i>and</i> to evaluate the sources used.	Student's discussion of the literature demonstrates his/her confident ability not only to describe/summarise, but also to critically evaluate the sources used.

Construction of argument	10	No distinct student voice detectable. Argument not present or lacking logic.	The student's voice is at times indistinct from those in the sources. The argument lacks a clear line of logic throughout the review.	The writing consists of a set of arguments/ideas stated mainly in the student's voice; argument has an adequate logic.	The writing consists of a set of arguments/ideas asserted in the student's own voice while maintaining logical progression throughout.	The writing consists of a set of arguments/ideas asserted using the student's own distinct voice while maintaining clear logical progression throughout.
Synthesis of conclusion	10	No statement regarding the aim/s of the literature review. Aim/s is/are not contextualised according to the scope of the task.	While a statement is included, it does not respond to the aim/s of the literature review clearly. The aim/s do/es not correspond entirely with the scope of the task.	The writing includes a statement that responds to the aim/s of the literature review, and the aim/s match/es the scope of the task.	The writing includes an appropriate statement that responds to the aim/s of the literature review. The aim/s is/are contextualised according to the scope of the task.	The writing includes a clearly articulated statement that responds to the aim/s of the literature review. The aim/s is/are well contextualised according to the scope of the task.

Student's communication skills	30	<p>The style and vocabulary used in the writing are not accurate or articulate, and the writing may consist of poorly structured sentences with frequent grammatical errors.</p> <p>Poor paragraph structure and development (too short or long) and lack of logic detract from the writing; headings, if used, do not clarify the writing.</p> <p>The writing does not have a clear narrative; the expected structural elements (e.g. intro, conclusion) may be wholly or partially absent.</p> <p>The document produced has an unclear format, inappropriate for the scope of the task, and technical requirements required by the faculty and/or the discipline have not been addressed.</p> <p>The student does not attempt to undertake citing and referencing.</p>	<p>The style and vocabulary used in the writing is not accurate or articulate most of time, and the writing, while still able to be followed, may contain some grammatical errors.</p> <p>Paragraphs are not developed, structured and/or linked logically throughout; if applicable, section headings are not used effectively to clarify the writing.</p> <p>The writing has a tenuously logical narrative as a whole, and may include an attempt at the expected structural elements (e.g. intro, conclusion).</p> <p>The document produced has some attempt at format, though not entirely appropriate for the scope of the task; the student neglects most technical requirements required by the faculty and/or the discipline.</p> <p>The student has attempted to undertake citing and referencing with frequent errors.</p>	<p>The style and vocabulary used in the writing is often not accurate or articulate, while the writing consists in the main of clearly structured sentences with few to no grammatical errors.</p> <p>The writing consists of a set of mostly well composed paragraphs that are in most cases linked logically throughout; if applicable, section headings are used mostly effectively to clarify the writing.</p> <p>The writing has a logical narrative as a whole, including a reasonably attempt at the expected structural elements (e.g. intro, conclusion).</p> <p>The document produced has a readable format appropriate for the scope of the task, and the student observes some technical requirements required by the faculty and/or the discipline.</p> <p>The student follows the requirements for citing and referencing, with some errors.</p>	<p>The style and vocabulary used in the writing are generally accurate and articulate, and the writing consists of clearly structured sentences without noteworthy grammatical errors.</p> <p>The writing consists of a set of well composed paragraphs that are linked logically, and if applicable, section headings are used effectively to clarify the writing.</p> <p>The writing has a clear and logically formed narrative as a whole, including the expected structural elements (e.g. intro, conclusion).</p> <p>The document produced has a clearly readable format appropriate for the scope of the task, and the student observes most technical requirements required by the faculty and/or the discipline.</p> <p>The student follows the requirements for citing and referencing, with some minor errors.</p>	<p>The style and vocabulary used in the writing are consistently accurate and articulate, and the writing consists of clearly structured sentences with no grammatical errors.</p> <p>The writing consists of a set of very well composed paragraphs that are linked logically throughout, and if applicable, section headings are used effectively and accurately to clarify the writing.</p> <p>The writing has a very clear and logically formed narrative as a whole, expertly including the expected structural elements (e.g. intro, conclusion).</p> <p>The document produced has a clearly readable format appropriate for the scope of the task, and the student observes technical requirements required by the faculty and/or the discipline.</p> <p>The student follows the requirements for citing and referencing.</p>
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