**CS1 – RW – Assessment Criteria**

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| **%** | **Task fulfilment**  **25%** | **Coherence and Cohesion**  **25%** | **Language**  **25%** | **Academic conventions**  **25%** |
| ≥90% Exceptional  >22 | Presents an exceptionally well-developed response with relevant and supportive ideas  Evidence of exceptional reflective practice/elements  Exceptional evidence of learning and development and how this is/will be put into practice | Exceptionally well organised with clear and logical progression  Exceptional use of linking/signposting throughout  Exceptional paragraph development with clear topic/main idea in each | Exceptional range and accuracy of academic vocabulary  Exceptional range and accuracy of sentence structures  Few, or no, flaws with genre and formality | Exceptional evidence of research and use of a great range of sources  Follows in-text and end-text referencing conventions exceptionally well  Exceptional, flawless mechanics in writing (formatting, spelling, punctuation etc.) |
| 80-89  Outstanding  20-22 | Presents an outstanding response with relevant and supportive ideas  Evidence of outstanding reflective practice/elements  Outstanding evidence of learning and development and how this is/will be put into practice | Well organised in an outstanding fashion with clear and logical progression  Outstanding use of linking / signposting throughout  Outstanding paragraph development with clear topic/main idea in each | Outstanding range and accuracy of academic vocabulary  Outstanding range and accuracy of sentence structures  Very few, if any, flaws with genre and formality | Outstanding research evidence using a great range of sources  Follows in-text and end-text referencing conventions outstandingly well  Outstanding use of mechanics in writing (formatting, spelling, punctuation etc.) |
| 70-79  Excellent  18-19 | Presents an excellent response with relevant and supportive ideas  Evidence of excellent reflective practice/elements  Excellent evidence of learning and development and how this is/will be put into practice | Well organised in an excellent style with clear and logical progression  Excellent use of linking / signposting throughout  Excellent paragraph development with clear topic/main idea in each | Excellent range and accuracy of academically appropriate vocabulary  Excellent range and accuracy of sentence structures  Very few flaws with genre and formality | Research evidence from an excellent range of sources  Follows in-text and end-text referencing conventions excellently  Excellent use of mechanics in writing (formatting, spelling, punctuation etc.) |
| 60-69  Good  15-17 | Presents a good response with relevant and supportive ideas, but minor irrelevancies may occur  Evidence of good reflective practice/elements  Good evidence of learning and development and how this is/will be put into practice | Well organised with clear and logical progression  Good use of linking/signposting throughout  Good paragraph development with clear topic/main idea in each | Good range and accuracy of academically appropriate vocabulary  Good range and accuracy of sentence structures  Minor errors may occur with genre and formality | Use of a good range of sources  Follows in-text and end-text referencing conventions well  Good use of mechanics in writing (formatting, spelling, punctuation etc.) |
| 50-59  Sound  13-14 | Presents a sound response, but a few details may be insufficient or irrelevant  Evidence of sound level reflective practice/elements  Sound evidence of learning and development and how this is/will be put into practice | Reasonably well organised; somewhat clear and logical progression  Sound use of linking / signposting  Sound paragraph development with some topic/main idea in each | Sound range and accuracy of academically appropriate vocabulary  Sound range and accuracy of sentence structures  A few errors may occur in relation to genre and formality | Sound evidence of research using a few sources  Follows in-text and end-text referencing conventions satisfactorily  Sound use of mechanics in writing (formatting, spelling, punctuation etc.) |
| 40-49  Adequate  10-12 | Presents an adequate response to the question, and some details may be insufficient or irrelevant  Evidence of adequate reflective practice/elements  Adequate evidence of learning and development and how this is/will be put into practice | Adequate organisation skills; issues with clarity and logical progression  Adequate use of linking / signposting  Adequate paragraph development with issues with focus | Uses an adequate range of vocabulary with basic control and accuracy of lexical features  Adequate range and accuracy of sentence structures  Some errors in relation to genre and formality | Information has been taken from some sources  Visible flaws with in-text and end-text referencing conventions  Adequate use of mechanics in writing (formatting, spelling, punctuation etc.) |
| 30-39  Limited  8-9 | Presents a limited response to the question, and several details are insufficient or irrelevant  Evidence of limited reflective practice/elements  Limited evidence of learning and development and how this is/will be put into practice | Limited organisation skills; several issues with clarity and logical progression  Limited use of linking /signposting  Limited paragraph development with several issues with focus | Uses a limited range of vocabulary with limited control of lexical features  Limited range and accuracy of sentence structures  Several errors in relation to genre and formality | Some attempts to use sources  Limited understanding of in-text and end-text referencing conventions  Limited use of mechanics in writing (formatting, spelling, punctuation etc.) |
| 20-29  Little evidence  5-7 | Presents little response to the question, and many details are insufficient or irrelevant  Evidence of little reflective practice/elements  Little evidence of learning and development and how this is/will be put into practice | Little organisation skills; many issues with clarity and logical progression  Little use of linking /signposting  Little paragraph development with many issues with focus | Uses a little range of vocabulary with little control of lexical features  Little range and accuracy of sentence structures  Many errors in relation to genre and formality | Little attempt to use sources  Little understanding of in-text and end-text referencing conventions  Little use of mechanics in writing (formatting, spelling, punctuation etc.) |
| 10-19  Deficient  3-4 | Presents a deficient response to the question  Deficient evidence of reflective practice/elements  Deficient evidence of learning and development and how this is/will be put into practice | Deficient organisation skills; serious issues with clarity and logical progression  Deficient use of linking/signposting  Deficient evidence of paragraph development and repetitive issues with focus | Deficient range and accuracy of vocabulary  Deficient range and accuracy of sentence structures  Frequent errors relating to genre and formality | Deficient evidence of any research or reading  Deficient understanding of in-text or end-text referencing conventions  Deficient use of mechanics in writing (formatting, spelling, punctuation etc.) |
| 1-9  No evidence  0-2 | Presents a poor response to the question  No evidence of reflective practice/elements  No evidence of learning and development and how this is/will be put into practice | Poor organisation skills; very frequent issues with clarity and logical progression  Poor use of linking /signposting  No evidence of paragraph development and issues with focus | Poor range of vocabulary, no control of lexical features  Poor range and accuracy of sentence structures  Very frequent errors with genre and formality | No evidence of any research or reading  No understanding of in-text and end-text referencing conventions  Poor display of mechanics in writing (formatting, spelling, punctuation etc.) |