

**FOUN1014 Rubric for Final Reflective Essay**

*Papers submitted for grading will be evaluated based on the following rubric. However, papers must satisfy minimal requirements in analysis, content, organisation, style, mechanics and documentation in order to qualify for a passing grade overall.*

Grade	Marks	Description	Criteria
<b>A paper 75-100</b>	<b>A+</b> 90-100 Exceptional	Consistently demonstrates a superior level of competence in all areas of analysis, content, organisation, style, mechanics and documentation/exceptional performance and achievement in all aspects of the task	<b>Demonstrates a superior level of competence in fulfilling the task.</b> The reflection explains the writer's own thinking and learning processes and evaluates implications for future learning/application; establishes a clear purpose and maintains focus. Uses specific and convincing examples which draw on authentic experiences to provide an in-depth analysis of the value derived from the learning experiences in the course. Two insightful claims are well developed; the writer presents a clear introduction and a conclusion that frame the topic; demonstrates mastery of the principles of effective paragraph development; and, effectively establishes interrelationships among ideas within and between the paragraphs. The paper demonstrates full communicative competence in Standard English; uses sophisticated language that is precise and engaging, with notable sense of voice, awareness of audience and purpose and varied sentence structure. Uses appropriate APA documentation style (if source is cited).
	<b>A</b> 80-89 Outstanding	Consistently demonstrates a superior level of competence in most areas of analysis, content, organisation, style, mechanics and documentation/ superior in most aspects of the task	
	<b>A-</b> 75-79 Excellent	Consistently demonstrates a very high level of competence in most areas of analysis, content, organisation, style, mechanics and documentation /very high level in most aspects of the task	
<b>B paper 60-74</b>	<b>B+</b> 70-74 Very good	Consistently demonstrates a high level of competence in all areas of analysis, content, organisation, style, mechanics and documentation/high in all aspects of the task	<b>Demonstrates a high level of competence in fulfilling the task.</b> The reflection explains the writer's own thinking and learning processes and attempts to evaluate implications for future learning/application; establishes a clear purpose and maintains focus most of the time. Uses generally specific and convincing examples which draw on authentic experiences to provide an analysis of the value derived from the learning experiences in the course. Two insightful claims are developed; the writer presents a clear introduction and a conclusion that frame the topic, demonstrates mastery of the principles of effective paragraph development, and effectively establishes interrelationships among ideas within and between the paragraphs most of the time. The paper demonstrates communicative competence in Standard English with minor lapses; uses language that is fluent and original with an evident sense of voice, awareness of purpose and the ability to vary sentence structure. Uses APA documentation style, with minor errors (if source is cited)
	<b>B</b> 65-69 Good	Consistently demonstrates a high level of competence in most areas of analysis, content, organisation, style, mechanics and documentation /high in most aspects of the task	
	<b>B-</b> 60-64 Clearly Satisfactory	Consistently demonstrates a clearly satisfactory level of competence in most areas of analysis, content, organisation, style, mechanics and documentation/ fairly high level in most aspects of the task	
<b>C paper 50-59</b>	<b>C+</b> 55-59 Fairly Satisfactory	Consistently demonstrates a fairly satisfactory level of competence in fulfilling the task	<b>Demonstrates a fairly satisfactory level of competence in fulfilling the task.</b> The reflection attempts to explain the writer's thinking about his/her learning but is vague and/or unclear about the personal learning process and implications for future learning/application; establishes a clear purpose but there may be slight shifts in focus. Uses examples which may not be clearly related to authentic experiences in the course. One or two claims are developed; global organization is evident, but the paper may violate some of the principles of good paragraphing or logical sequencing. The essay demonstrates satisfactory competence in Standard English with some lapses; uses basic, generally unsophisticated, but appropriate language, with a basic sense of voice, some awareness of audience and purpose and some attempt to vary sentence structure; errors occur at an acceptable frequency. Clear attempt to conform to APA documentation style, with some errors (if source is used).
	<b>C</b> 50-54 Satisfactory	Demonstrates at least a minimally acceptable level of competence in all aspects of the task /demonstrates adequate application to achieve the minimum learning outcomes required for the task	
<b>F paper 0-49</b>	<b>F1 – 40-49</b> Unsatisfactory	Demonstrates serious weakness (i.e. below minimally acceptable levels) in 1 or 2 areas	<b>Does not meet minimum requirements in 1 or more areas of the task assigned /work lacks the minimum required academic standards.</b> The reflection does not address the writer's thinking and/or learning, i.e. does not move beyond a description of the learning experience and there is no explanation of implications for future learning/application. In addition, the paper exhibits one or more of the following serious defects: uncertainty about task and audience; no clear sense of purpose, lack of evidence/examples to support claims; irrelevant, inadequate or inaccurate information/examples; unsophisticated ideas; signs of plagiarism; lack of clear order or sense of structure; deficiency regarding forecasting, paragraphing and logical sequencing; severe weakness regarding word choice and/or register and/or tone and/or voice and/or sentence variety; errors in Standard English usage that occur at an unacceptable frequency.
	<b>F2 – 30-39</b> Weak	Demonstrates serious weakness (i.e. below minimally acceptable levels) in 3 or 4 areas	
	<b>F3 – 20-29</b> Poor	Demonstrates serious weakness (i.e. below minimally acceptable levels) in more than 4 areas	