

## DG200 'Human Rights at Local, National, Regional and International Levels' – Marking Rubric for Essays

MARKING RUBRIC FOR ESSAYS						
Facets	Elements	Distinction 78 – 100%	Credit 64 – 77%	Pass 50 – 63%	Fail (below standard) 40 – 49%	Fail (Very weak performance) Less than 40%
<b>Embark and clarify</b>	<b>Introduction</b>	Establishes the context to the subject and presents the issue and thesis statement and line of argument taken clearly and effectively.	Establishes the context to the subject and presents the issue and thesis statement and line of argument taken clearly.	Establishes the context to the subject and presents the issue and thesis statement and line of argument taken but some parts are vague.	Attempts to link the context to the subject and presents the issue and thesis statement but weakly linked and has no line of argument.	Introduction incomplete, flawed or missing.
<b>Find and generate</b>	<b>Research</b>	Wide range of appropriate and relevant references, fully integrated into the text with a sound mix of direct and indirect quotations. Quotations support arguments. Citations are totally accurate. Bibliography complete and accurate.	A range of appropriate and relevant references, generally integrated into the text with a mix of direct and indirect quotations. Most quotations support arguments. Most citations correct. Bibliography good but has minor errors.	An attempt made to apply research to the assignment. The balance of direct and indirect quotations is uneven. Quotations occasionally replace student input. Citations show several errors. Bibliography is satisfactory.	Application or research to assignment is uncertain. Heavy reliance on one or two sources. Relevance and balance of direct and indirect quotations is questionable. Quotations often replace student input. Citations show many errors. Bibliography has many errors.	No evidence of research.
<b>Evaluate and Reflect</b>	<b>Quality of analysis</b>	Presents a strong, focused argument, well supported by impressive analysis and evidence. The points being made are clear and convincing for the reader throughout the essay.	Presents an argument with relevant analysis and supporting evidence. The points being made are clear to the reader.	Presents an argument with some analysis but also some description/summary. The points being made can be followed with some effort.	The argument is not clear with more summary and “telling the story” than analysis. The point of the essay becomes lost in places.	No argument or evidence provided. There doesn't seem to be any real point in the assignment.
	<b>Conclusion</b>	Thoughtful final perspective and has a powerfully convincing conclusion.	Has a clear conclusion which brings together the main points and answers the question	Has a conclusion which repeats the main points.	Has a conclusion with little detail/unclear.	No conclusion.
<b>Organise and manage</b>	<b>Plan</b>	Clear identification and separation of relevant ideas with details.	Clearly showing relevant ideas with details.	Some distinction of ideas but it is not consistent.	Ideas do not reflect the issue. Major elements are missing.	No apparent plan.
	<b>Paragraphs</b>	Has well-structured	Has well-structured	Has separate paragraphs	Has poor paragraph	Has little sense of

		paragraphs, that have one main idea and strong supporting material. Has good links between paragraphs that result in an essay that flows well.	paragraphs that have one main idea and supporting material. Links between paragraphs are there but could be stronger.	that have one main idea and some supporting material but not consistent. Some links between paragraphs.	development – main ideas are left undeveloped or there is more than one main idea in a paragraph. Links between paragraphs are absent or not clearly stated.	paragraphing – paragraphs are too long or too short – main ideas and supporting material are confused.
<b>Analyse and synthesise</b>	<b>Logical organization</b>	Effective sequential pattern that enhances the effect of the analysis.	Appropriate sequential pattern that enhances the effect of the analysis.	Relevant pattern that supports the analysis.	Attempt made to create a reasonable pattern but the effect is not sustained.	Poor organization of ideas that weaken the analysis.
	<b>Development of analysis</b>	Answers the question set fully and thoughtfully linking their answer to broader discussions in the discipline and/or developing new perspectives on the question.	Answers the question set clearly and in sufficient detail.	Answers the question set mostly – some irrelevance.	Addresses the question but in a roundabout way and/or goes off on a tangent.	Fails to answer the question set.
<b>Communicate and apply</b>	<b>Grammar</b>	Grammar wholly accurate.	Grammar mostly accurate.	Minor grammatical errors but somewhat accurate.	Errors impede comprehensibility.	Errors seriously compromise comprehensibility.
	<b>Accurate writing conventions</b>	Uses language in an accurate way and punctuates correctly. Impressive use of academic style and vocabulary. Neutral tone sustained.	Mostly accurate language use and punctuation – a couple of errors. Accurate use of academic style and vocabulary.	Has accurate language but needs more checking – a few careless errors. Shows a reasonable grasp of academic style and vocabulary – some lapses.	Uses language which occasionally gets in the way of meaning. Show inappropriate style and vocabulary often.	Uses language which gets in the way of meaning - understanding takes effort. Uses more general / basic English than academic level English – the tone is wrong.

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