

## ESSAY MARKING RUBRIC for ACT Level 200 units at Worldview Centre for Intercultural Studies

### 1. Collect, understand, and engage introductory material and primary sources

/60

	<b>HD 85%+</b> Extremely high level of work in terms of understanding and presentation	<b>DN 75–84%</b> A high standard of work in terms of understanding and presentation	<b>CR 65–74%</b> Demonstrates a commendable level of understanding and presentation	<b>P 50–64%</b> Demonstrates an adequate understanding and satisfies minimum requirements	<b>F 0–49%</b> Fails to satisfy minimum requirements (for more details see <i>MST Guide to Essay Writing</i> , p. 23)
	In your essay you have:	In your essay you have:	In your essay you have:	In your essay you have:	In your essay you have:
<b>Reading</b> (minimum of 6 sources, mix of book and journal)  /20	<b>17–20</b>  shown evidence of independent reading of relevant sources beyond main texts and/or primary sources	<b>15–16</b>  shown evidence of reading beyond main texts and/or primary sources and	<b>13–14</b>  shown evidence of having read the main texts and/or primary sources	<b>10–12</b>  shown evidence of having read most main texts and/or most primary sources	<b>0–9</b>  little evidence of having read or being aware of the main texts and/or primary sources
<b>Understanding of material</b>  /20	<b>17–20</b>  demonstrated a grasp of foundational principles and concepts of the discipline/topic, and begun to understand the setting and historical context of primary sources	<b>15–16</b>  demonstrated an emerging grasp of foundational principles and concepts of the discipline/topic	<b>13–14</b>  demonstrated a basic understanding of foundational principles and concepts of the discipline/topic	<b>10–12</b>  demonstrated a basic understanding of foundational principles and concepts of the discipline where they intersect with the topic/unit/question	<b>0–9</b>  demonstrated little or not enough understanding of foundational principles and concepts of the discipline/topic
<b>Engagement of material</b>  /20	<b>17–20</b>  demonstrated ability in engaging primary sources and shown emerging skill in critically evaluating a range of scholarly viewpoints	<b>15–16</b>  demonstrated an engagement with primary sources and begun to engage a range of scholarly viewpoints	<b>13–14</b>  shown emerging skill in engaging primary sources and awareness of their significance and of relevant scholarly viewpoints (without necessarily engaging these in depth)	<b>10–12</b>  attempted to engage primary sources relevant to the unit and shown awareness of their significance for the discipline	<b>0–9</b>  no attempt of engagement of the primary sources is evident and/or failed to show awareness of their significance for the discipline

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### 2. Communicate and present ideas and information

/40

	<b>HD 85%+</b> Extremely high level of work in terms of understanding and presentation	<b>DN 75–84%</b> A high standard of work in terms of understanding and presentation	<b>CR 65–74%</b> Demonstrates a commendable level of understanding and presentation	<b>P 50–64%</b> Demonstrates an adequate understanding and satisfies minimum requirements	<b>F 0–49%</b> Fails to satisfy minimum requirements (for more details see <i>MST Guide to Essay Writing</i> , p. 23)
	In your essay you have:	In your essay you have:	In your essay you have:	In your essay you have:	In your essay you have:
<b>Articulation of Argument &amp; Referencing</b>  /20	<b>17–20</b>  presented a well-reasoned argument based on relevant evidence and employed the referencing system skilfully at a scholarly standard throughout	<b>15–16</b>  presented a valid argument based on relevant evidence; employed the referencing system accurately	<b>13–14</b>  presented a valid argument based on evidence; the referencing generally meets the requirements with occasional errors in the referencing details/style	<b>10–12</b>  presented a basic argument though inconsistencies may be present; cited the minimum number of resources, though there are errors in the referencing details/style	<b>0–9</b>  presented a confused, fragmentary, ill-suited, or irrelevant argument; and/or used too little or no referencing to support your argument
<b>Structure &amp; Layout</b>  /10	<b>9–10</b>  used clear structure and layout that communicated your point(s) effectively	<b>8</b>  used clear structure and layout that helped communicate your point(s)	<b>7</b>  used a clear structure and layout that meet the requirements	<b>5–6</b>  used adequate structure and layout though some anomalies are present	<b>0–4</b>  shown little or no attempt to meet structural criteria and/or presented a layout which does not follow requirements at all
<b>Language</b>  /10	<b>9–10</b>  expressed yourself clearly and effectively and used a scholarly style throughout	<b>8</b>  expressed yourself clearly and used a formal writing style with minimal or no errors in grammar and/or spelling	<b>7</b>  mostly used a formal writing style with occasional errors in grammar and/or spelling	<b>5–6</b>  expressed yourself adequately but with errors in grammar and/or spelling	<b>0–4</b>  too many errors in the syntax, grammar, and/or spelling to make the argument coherent