| ELEMENT | FAIL | PASS | CREDIT | DISTINCTION | HIGH DISTINCTION |
| --- | --- | --- | --- | --- | --- |
| Introduction |  Does not adequately introduce the topic and/or context  Lacks a statement of argument or purpose Does not include information required by taskContains irrelevant and/or misleading information |  Introduces the topic, context States argument or purpose; Includes definitions (if required) Includes some information required by task (essay, report, reflection) Mostly clear and relevant information |  Introduces the topic, context States argument or purpose; Includes definitions (if required) Includes some information required by task (essay, report, reflection) Mostly clear and relevant information |  Clearly introduces the topic, context Clarity in statement of argument or purpose Includes definitions (if required) Includes information required by task (essay, report, reflection) Information clear and relevant |  Clearly introduces the topic, context Clarity in statement of argument or purpose Includes definitions (if required) Includes information required by task (essay, report, reflection) Information clear and relevant |
| Paragraphs |  Several paragraphs lack a clear topic sentence Irrelevant supporting sentences lacking connection to the main idea /topic sentence; lack of coherence within and between paragraphs Paragraphs contain insufficient or irrelevant detail (too long or too short) | Some paragraphs have a topic sentence, containing the topic and main idea, generally relevant to the taskSupporting sentences generally coherent and logical; relate to the topic sentence;Some paragraphs are adequate length for development of main ideagenerally relevant to the task | Paragraphs have a topic sentence, containing the topic and main idea, generally relevant to the taskSupporting sentences generally coherent and logical; relate to the topic sentence;Paragraphs are generally adequate length for development of main idea | Most paragraphs have a clear topic sentence, (containing the topic and main idea) and are relevant to the taskCoherent and logical supporting sentences elaborating on the topic sentenceMost paragraphs are adequate length for development of ideas within and between paragraphs | Consistent use of a clear topic sentence, (containing the topic and main idea) all relevant to the taskCoherent and logical supporting sentences elaborating on the topic sentenceAll paragraphs are adequate length for development of ideas within and between paragraphs |
| Conclusion |  No clear conclusion/answer to the questionDoes not include a clear restatement of purpose and/or a brief summary of key concepts/themes.Introduces new ideas/ arguments/evidence and/or irrelevant information | States conclusionAdequate response to the question/ taskRestatement of argument/ thesis/purpose/ findingsRestatement of structureMay introduce new ideas, arguments or evidence | States conclusionClear response to the question/ taskRestatement of argument/ thesis/purpose/ findingsRestatement of structureDoes not introduce new ideas, arguments or evidence | Coherent statement of conclusion/sClear response to the question/ taskClear restatement of argument/ thesis/purpose/ findingsNo new ideas, arguments or evidence | Clear and coherent statement of conclusion/sClear response to the question/ taskClear restatement of argument/ thesis/purpose/ findingsNo new ideas, arguments or evidence |
| Research | Fails to use relevant theory / or number of sources indicates lack of researchDoes not paraphrase correctlyReferences positioned incorrectly or used inaccurately | Integrates relevant theory from a number of mostly appropriate sources but with occasional irrelevant informationGenerally paraphrases adequately to avoid plagiarism References generally accurately positioned | Generally integrates relevant theory from a number of mostly appropriate sourcesParaphrases adequately to avoid plagiarismReferences generally accurately positioned | Integrates research and ideas from relevant and appropriate sourcesClear, well-integrated evidence using accurate paraphrase and summaryUses mostly accurate references, appropriately positioned | Consistently integrates research and ideas from relevant and appropriate sourcesConsistently clear, well-integrated evidence using accurate paraphrase and summaryConsistently uses accurate references, appropriately positioned |
| Referencing | References do not conform to the appropriate referencing conventions, in text and/or in the reference list | References generally conform to the appropriate referencing conventions, both in-text and in the reference list, with some lapses | References generally conform to the appropriate referencing conventions, both in-text and in the reference list | References mostly conform to the appropriate referencing conventions, both in-text and in the reference list | References consistently conform to the appropriate referencing conventions, both in-text and in the reference list |
| Style | Inadequate use of formal academic English style or inconsistencies of styleFrequent use of informal English expressions and/or use of subjective and/or personal language inappropriate to academic purpose | Adequate use of formal academic English style (some lapses)Adequate use of objective and impersonal language generally appropriate to academic purpose of the task | Generally uses formal academic English style (some lapses)Objective and impersonal language generally appropriate to academic purpose of the task | Consistent use of formal academic English styleAppropriate use of objective and impersonal language suitable for academic purpose of the task | Consistent and sophisticated use of formal academic English styleSophisticated use of objective and impersonal language suitable for academic purpose of the task |
| Grammar | Incorrect use of grammar (verb tenses, subject-verb agreement, pronouns etc.)Vocabulary limited and frequently inappropriate; sentence structure often incorrect/does not convey meaningInadequate punctuation and/or spellingLanguage fails to communicate meaning clearly | Generally uses correct grammar (verb tenses, subject-verb agreement, pronouns etc.)Generally uses appropriate vocabulary and sentence structure; some lapses causing lack of clarityAdequate punctuation and spelling; some lapsesGenerally communicates clearly; some instances of incorrect use of language |  Communicates meaning through use of clear and unambiguous language Consistent use of appropriate vocabulary and sentence structure enabling unambiguous grasp of the meaning Consistent use of correct grammar (verb tenses, subject-verb agreement, pronouns etc.) Correct punctuation and spelling |  Mostly uses correct grammar (verb tenses, subject-verb agreement, pronouns etc.) Mostly uses appropriate vocabulary and sentence structure enabling clear grasp of the meaning Correct punctuation and spelling Communicates meaning through use of clear and unambiguous language |  Consistently uses correct grammar (verb tenses, subject-verb agreement, pronouns etc.) Consistent use of appropriate vocabulary and sentence structure enabling unambiguous grasp of the meaning Correct punctuation and spelling Communicates meaning through use of clear and unambiguous language |