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| --- | --- | --- | --- | --- | --- | --- |
|  | **Well Below Average (<25%)** | **Below Average (26-49%)** | **Pass/Average (50-59%)** | **Credit (60-69%)** | **Distinction (70-79%)** | **High Distinction (>80%)** |
| **Content** | Does not address assessment item. No evidence to support main ideas. Unable to demonstrate an understanding of the main ideas or concepts. No credible sources used to support main ideas. | Does not or poorly addresses assessment item. Insufficient evidence to support main ideas. Unable to or poorly demonstrates an understanding of the main ideas or concepts. Ideas are not relevant to the topic. Limited referencing to support ideas. | Assessment item addressed at a superficial level. Minimal evidence to support main ideas. Able to demonstrate an understanding of the main concepts at a basic level. Some ideas presented have relevance to the topic. | Most parts of the assessment item addressed at a satisfactory level and supported by adequate evidence. Able to demonstrate an understanding of the main concepts. Most ideas presented have relevance to the topic. | All parts of the assessment item addressed at a good level and supported by quality evidence. Able to demonstrate a solid understanding of the main concepts. Most ideas presented have relevance to the topic. | Content fully addresses all parts of the assessment item. Thorough exploration of concepts and well-formed ideas, supported by high quality evidence. Able to demonstrate an in-depth understanding of the main concepts. All ideas presented have relevance to the topic. |
|  | **0** | **7.5** | **15** | **20** | **25** | **30** |
| **Application of Critical Thinking** | Does not demonstrate critical thinking appropriate to required level. No application of professional practice and/or evidence based thinking to assessment item. | Poorly demonstrates critical thinking appropriate to required level. Poor application of professional practice and/or evidence based thinking to assessment item. | Limiteddemonstration of critical thinking appropriate to level of education.Limited application of professional practice and/or evidence based thinking to assessment item. | Demonstration of critical thinking appropriate to level of education.Application of professional practice and/or evidence based thinking to assessment item. | Very gooddemonstration of critical thinking appropriate to level of education.Very goodapplication of professional practice and/or evidence based thinking to assessment item. | Excellentdemonstration of critical thinking appropriate to level of education.Excellentapplication of professional practice and/or evidence base to practice in assessment. |
| **0** | **7.5** | **15** | **20** | **25** | **30** |
| **Structure and Presentation** | The assignment does not conform to the structure of the assessment item. No introduction to the assessment. Poor or non-existent paragraphing. No logical/cohesive development of ideas. No summation of key points in conclusion.  Does not comply with ECU SNM Assignment Writing Guidelines. | Limited aspects conform to the structure of the assessment item. Poor introduction to the assessment. Limited paragraphing. Omits or poorsummationof keypoints in conclusion.  Poorly complies with ECU SNM Assignment Writing Guidelines. Does not follow specific assignment instructions as per Unit Semester Plan | Some aspects conform to the structure of the assessment item. Limited introduction of topic and summation of key points in conclusion. Minimal paragraphing, and logical/cohesive development of ideas. | Most aspects conform to the structure of the assessment item. Introduction adequately introduces topic and summarises key points in conclusion. Paragraphing is evident, and there is a logical/cohesive development of ideas in some of the assessment item. | Most aspects conform to the structure of the assessment item. Very good introduction of topic and summation of key points in the conclusion that reflects the student’s position and provides clear insights into the issue. Very good paragraphing, and logical/cohesive development of ideas in most of assessment item. | All aspects conform to the structure of the assessment item. Excellent introduction of topic and strong summation of key points in the conclusion that reflects the student’s position and provides clear insights into the issue.Excellent paragraphing and logical/cohesive development of ideas throughout |
|  | **0** | **6** | **8** | **12.6** | **15.2** | **16** |
| **Referencing** | Referencingdoesnot follow instructions in the ECU Referencing Guide. In text and/or end-text referencing has multiple errors. Includes references in conclusion. | Referencing poorly followsinstructionintheECUReferencing Guide. In text and/or end-text referencing has many errors. Includes references in conclusion. | Mainly adheres to instructionintheECUReferencing Guide. In text and/or end-text referencing has some errors. | Complies with ECU SNM Assignment Writing Guidelines. Follows specific assignment instructions as per Unit Semester Plan. Adheres to instructionintheECUReferencing Guide. In text and/or end-text referencing has few errors. | Complies with ECU SNM Assignment Writing Guidelines to a very high standard. Follows specific assignment instructions as per Unit Semester Plan completely. Adheres to instructionintheECUReferencing Guide. In text and/or end-text referencing has very few errors. | Complies with ECU SNM Assignment Writing Guidelines to an excellent standard. Follows all specific assignment instructions as per Unit Semester Plan. Completely adheres to all instructionintheECUReferencing Guide. In text and/or end-text referencing has no errors. |
|  | **0** | **3** | **6** | **8** | **10** | **12** |
|  | **Low Proficiency** | **Developing Proficiency** | **Moderate Proficiency** | | **High Proficiency** |  |
| **English Language Proficiency** | Multiple grammatical, spelling and punctuation errors were present throughout. Sentence structure poor making it difficult to determine meaning. | Many grammatical spelling and punctuation errors were present and needs improvement. Sentence structure needs improvement. | Mostly correct grammar, spelling and punctuation evident throughout.  Sentence structure acceptable but needs improvement. | Mainly correct grammar, spelling and punctuation. Very few errors. Sentence structure was of a good standard. | Grammar, spelling and punctuation were error free. Sentence structure of a high standard. Effective use of all sentence and paragraph writing conventions were clearly demonstrated. Logical application of arguments throughout paper. | Grammar, spelling and punctuation were error free. Sophisticated use of all sentence and paragraph writing conventions were clearly demonstrated. Logical application of arguments throughout paper. |
| 0 | 3 | 6 | 8 | 10 | 12 | 8-10 |