| Element | **FAIL** | **PASS to CREDIT** | DISTINCTION to HIGH DISTINCTION |
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| Introduction |  Does not adequately introduce the topic and/or context Lacks a statement of argument/ 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 most 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 |
| Paragraphs |  Paragraphs lack clear topic sentences 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) |  Paragraphs generally have topic sentences, containing the topic and main idea, relevant to the task Supporting sentences relate to the topic sentence; generally coherent and logical within and between paragraphs Paragraphs generally adequate length for development of main idea |  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; consistent coherence within and between paragraphs Paragraphs adequate length for development of ideas  |
| Conclusion |  No clear conclusion/answer to the question No clear restatement of purpose and/or summary of key concepts/themes. Introduces new ideas/ arguments/ evidence and/or irrelevant information |  States conclusion/s satisfactorily Clear response to the question/ task Restatement of argument/ thesis/purpose/ findings Does not introduce new ideas, arguments or evidence |  Coherent statement of conclusion/s Sophisticated response to the question/ task Clear restatement of argument/ thesis/ purpose/ findings No new ideas, arguments, evidence or irrelevant information  |
| Research |  Fails to use relevant theory or number of sources indicates lack of research Research not paraphrased correctly References positioned incorrectly or used inaccurately |  Generally integrates relevant theory from a number of mostly appropriate sources Paraphrases adequate to avoid plagiarism References accurately used and positioned |  Integrates research and ideas from relevant and appropriate sources Clear, well-integrated evidence using accurate paraphrase and summary Appropriate references, accurately 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 |  References consistently conform to the appropriate referencing conventions, both in-text and in the reference list |
| Style |  Inadequate use of formal academic English style and/or inconsistencies of style Frequent use of language inappropriate to academic purposes, e.g. informal English expression, use of subjective or personal, etc.  |  Generally uses formal academic English style (few lapses) Objective and impersonal language generally appropriate to academic purpose of the task |  Consistent and sophisticated use of formal academic English style Appropriate use of objective impersonal language suitable for academic purposes |
| Grammar |  Language fails to communicate meaning clearly Vocabulary limited or frequently inappropriate; sentence structure often incorrect/ interferes with meaning  Incorrect use of grammar (verb tenses, subject-verb agreement, pronouns etc.) Inadequate punctuation and/or spelling |  Language generally communicates clearly Vocabulary generally appropriate; lapses in sentence structure generally do not interfere with meaning Generally correct grammar (verb tenses, subject-verb agreement, pronouns etc.) Generally correct punctuation and spelling |  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 |