

essay rubric

Marking Criteria	H0	D	C	P	N
Argument: Conceptual understanding and application of AT2096 themes, key terms and theories Argument is stated in the introduction, restated in the conclusion, and related to the evidence Logical progression of argument	<ul style="list-style-type: none"> Insightful response shows a sophisticated interpretation of the topic's theories, concepts and challenges Clear argument stated in the introduction, and restated in the conclusion, indicating an original and analytical response to the task Argument is clearly and closely related to evidence Logical progression from a clear argument to a persuasive conclusion 	<ul style="list-style-type: none"> Engaging response shows a nuanced understanding of the topic's theories, concepts and challenges Clear argument stated in the introduction, and restated in the conclusion Argument is effectively related to evidence, there is room for development Logical progression from a clear argument to a convincing conclusion, there is some room for development 	<ul style="list-style-type: none"> Response shows a competent understanding of the topic's theories and concepts Generally clear argument stated in the introduction, and restated in the conclusion Mostly effective connection of argument to evidence There is development of the argument through to the conclusion 	<ul style="list-style-type: none"> Response shows a satisfactory understanding of the topic's theories and concepts Argument is stated in the introduction and conclusion but is oversimplified Limited connection between argument and evidence The argument progresses through the essay, but development is limited 	<ul style="list-style-type: none"> Response is unsatisfactory and does not show an understanding of the topic's theories and concepts Argument is not stated clearly in the introduction and conclusion Argument is not related to the evidence Argument not developed
Sources: Selection of relevant AT2096 readings and other academic sources Selection of relevant industry example and sources to develop argument Use of sources to facilitate argument Accuracy of referencing	<ul style="list-style-type: none"> Clear evidence of a wide variety of relevant and quality academic reading Excellent campaign, communication activity or public relations text drawing on primary and other sources to illustrate argument Skilful engagement with and integration of sources to facilitate argument Accurate citing and referencing 	<ul style="list-style-type: none"> Evidence of wide reading of well-selected and relevant sources Useful campaign, communication activity or public relations text drawing on primary and other sources to illustrate argument Clear engagement with and integration of sources to facilitate argument, there is some room for development Citing and referencing is generally appropriate and accurate 	<ul style="list-style-type: none"> Mostly appropriate selection of sources but they may be limited in scope, quality and relevance to argument Links campaign, communication activity or public relations text drawing on primary and other sources to illustrate argument Some engagement with sources to facilitate argument Some errors in citing and referencing may persist 	<ul style="list-style-type: none"> Evidence of basic research, but some sources may be inappropriate or irrelevant Limited relevance and/or supporting evidence for campaign, communication activity or public relations text Engagement with sources is limited Citing and referencing is attempted, but may be faulty 	<ul style="list-style-type: none"> Little or no evidence of relevant research Poor use and acknowledgement of scholarly and other sources No analysis of campaign, communication activity or public relations text or no sources cited Referencing is considerably inaccurate or not attempted
Structure: Structure of essay to facilitate argument	<ul style="list-style-type: none"> The argument is skilfully organised in essay format The essay is well-linked and balanced leading to a cohesive and strong piece of writing 	<ul style="list-style-type: none"> The argument is clearly organised in essay format The essay is generally well-linked and balanced 	<ul style="list-style-type: none"> There is generally clear organisation of ideas in essay format There is linking and balance within and between sections, however there may be inconsistencies 	<ul style="list-style-type: none"> Essay contains essential structural elements, however organisation may be limited There is evidence of linking and balance within and between sections but this may be limited 	<ul style="list-style-type: none"> Essay poorly organised Sections of the report are missing and/or poorly executed

University Essay Marking Rubric

Christopher Johns



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Essentials of Essay Writing Jamie Q Roberts, Robert Buch, 2017-04-24 This engaging text shows students what markers look for in their work and helps them to develop the skills they need to produce a first class essay It focuses on all the core elements of effective essay writing including devising a question critical thinking engaging with the literature and structuring an essay Chapters include clear and concise guidance on meeting marking criteria illustrated with real students essays from a range of disciplines and activities which encourage students to put their new skills into practice This is an essential resource for all university students for whom essays and coursework form part of their assessment It is also ideal for further education students and those preparing for university level study

Creole Composition Vivette Milson-Whyte, Raymond Oenbring, 2019-08-13 Creole Composition is a collection featuring essays by scholars and teachers researchers working with students in from the Anglophone Caribbean Arising from a need to define what writing instruction in the Caribbean means Creole Composition expands the existing body of research literature about the teaching of writing at the postsecondary level in the Caribbean region To this end it speaks to critical disciplinary conversations of rhetoric and composition and academic literacies while addressing specific issues with teaching academic writing to Anglophone Caribbean students It features chapters addressing language approaches to teaching assessing writing administration and research in postsecondary education as well as professionalization of writing instructors in the region Some chapters reflect traditional Caribbean attitudes to postsecondary writing instruction other chapters seek to reform these traditional practices Some chapters interventions emerge from discussions in writing studies while other chapters reflect their authors primary training in other fields such as applied linguistics education and literary studies Additionally the chapters use a variety of styles and methods ranging from highly personal reflective essays to theoretical pieces and empirical studies following IMRaD format Creole Composition the first of its kind in the region provides much needed knowledge to the community of teacher researchers in the Anglophone Caribbean and elsewhere in the fields of rhetoric and composition writing studies and academic literacies In suggesting frameworks around which to build and further institutionalize and professionalize writing studies in the region the collection advances the broader field of writing studies beyond national boundaries Contributors include Tyrone Ali Annife Campbell Tresecka Campbell Dawes Valerie Combie Jacob Dyer Spiegel Brianne Jaquette Carmeneta Jones Clover Jones McKenzie Beverley Josephs Christine E Kozikowski Vivette Milson Whyte Kendra L Mitchell Raymond Oenbring Heather M Robinson Daidrah Smith and Michelle Stewart McKoy

Essay Writing MunLing Shields, 2010-02-16 Essay Writing is a student guide with a mission to enable students to write better essays and get the grades they deserve by demystifying the essay writing process MunLing Shields places essay writing within the larger university experience for students In a clear and easy to understand way the author guides the reader through the process of writing successful university essays by looking at essay writing in the context of academic communication academic culture and different

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Assessment and Learning in Content and Language Integrated Learning (CLIL) Classrooms Mark deBoer,Dmitri Leontjev,2020-11-17 This volume builds a conceptual basis for assessment promoting learning in Content and Language Integrated Learning CLIL classrooms and proposes practical assessment approaches and activities that CLIL teachers can apply in the classroom CLIL as an educational context is unique as language and content learning happen simultaneously The efficacy of such instruction has been studied extensively but assessment in CLIL classrooms has drawn much less attention The present volume aims to fill this gap Arranged based on different ways that content and language are integrated in CLIL the chapters in this book together build a solid theoretical basis for assessment promoting learning in CLIL classrooms The authors discuss how assessment eliciting this integration yields insights into learners abilities but more importantly how these insights are used to promote learning The contributors to the volume together build the understanding of classroom based assessment as cyclic of teaching learning and assessment as inter related and of content and language in CLIL classrooms as a dialectical unity This volume will spark interest in and discussion of classroom based assessment in CLIL among CLIL educators and researchers enable reflection of classroom assessment practices and foster collaboration between CLIL teachers and researchers The assessment approaches and activities discussed in the volume in turn will help educators understand the scope of applications of assessment and inspire them to adapt these to their own classrooms

Improving Learning Through Assessment Rubrics: Student Awareness of What and How They Learn Gonsalves, Chahna,Pearson, Jayne,2023-08-14 Assessment by rubrics has emerged as a tool with great potential to guide successful student learning from a competency based approach Rubrics as instruments that make it possible to share the criteria for carrying out learning and assessment tasks with students are excellent roadmaps for student learning largely because they allow students to know what they are expected to do and what they are expected to achieve by carrying out the learning tasks Improving Learning Through Assessment Rubrics Student Awareness of What and How They Learn contributes to the improvement of what is

being evaluated by identifying the strengths as well as the weaknesses of the didactic use of rubrics in the assessment of university learning. The book also provides a set of theoretical issues, methodological elements and practical resources for the assessment of university learning using rubrics. Covering topics such as active learning, self-assessment and teacher identity, this reference work is ideal for administrators, policymakers, researchers, scholars, academicians, practitioners, educators and students.

Brilliant Essays Ursula Hackett, 2020-11-17 Ursula Hackett's tried and tested approach for essay success helps students to create brilliant, original, high-scoring essays that are enjoyable to write and read. With dozens of hands-on exercises and clear examples, *Brilliant Essays* begins with students' everyday experience of using language, arguing a case, reading, thinking and communicating with other people. Chapters help students to examine and dispel assumptions, build and control their arguments and use evidence effectively in written assignments and timed exams. The final chapter provides clear, no-nonsense answers to frequently asked questions raised by Ursula's students at Royal Holloway University of London and the University of Oxford and via her YouTube channel and website. Whichever subject your students study, *Brilliant Essays* will take them beyond the basics and give them the tools to reach their academic potential.

Writing for Biomedical Sciences Students Harry Witchel, 2020-02-14 This book will equip readers with all the skills needed to write convincing and polished assignments in biomedical sciences. The first part introduces the idea of writing for one's audience and enables readers to understand what's expected of them from different types of assignment. Part two provides detailed guidance on specific writing and presentation tasks with individual chapters on essays, lab reports, reflective writing, posters and presentations. Parts three and four cover all of the key skills needed for successful writing in the biomedical sciences and help students develop a critical eye when selecting and researching information and create clear, well-structured assignments. Chapters contain top tips, examples and helpful summaries of key points, and three annotated sample assignments are provided in an appendix. This is an essential companion to any student studying biomedical science or related disciplines such as physiology, biomedical engineering, pharmacy, medicine and dentistry.

Assessment for Inclusion in Higher Education Rola Ajjawi, Joanna Tai, David Boud, Trina Jorre de St Jorre, 2022-12-19 Bringing together international authors to examine how diversity and inclusion impact assessment in higher education, this book provides educators with the knowledge and understanding required to transform practices so that they are more equitable and inclusive of diverse learners. *Assessment drives learning* and determines who succeeds. *Assessment for Inclusion in Higher Education* is written to ensure that no student is unfairly or unnecessarily disadvantaged by the design or delivery of assessment. The chapters are structured according to three themes: 1. macro contexts of assessment for inclusion: societal and cultural perspectives; 2. meso contexts of assessment for inclusion: institutional and community perspectives; and 3. micro contexts of assessment for inclusion: educators, students and interpersonal perspectives. These three levels are used to identify new ways of mobilising the sector towards assessment for inclusion in a systematic and scholarly way. This book is essential reading for those in higher

education who design and deliver assessment as well as researchers and postgraduate students exploring assessment equity and inclusive pedagogy Creative Commons Attribution Non Commercial No Derivatives 4.0 license **Transcending Boundaries in the Digital Age** Steven Kwan Keung Ng, Tiffany Shurui Bai, Noble Po Kan Lo, Anna Wing Bo Tso, Wendy Wing Lam Chan, 2025-07-24 This book addresses the topic of educational communications and technology in the digital age with a comprehensive and forward looking approach It explores innovative hybrid and online learning models examines issues of equity and inclusion in digital education investigates the integration of emerging technologies and artificial intelligence and delves into the evolving landscape of assessment collaboration and skill development in digital environments It presents cutting edge research case studies and strategies for optimizing the use of technology in teaching learning and assessment while also addressing the ethical and societal implications of these advancements to ensure a focus on empowering learners and promoting inclusivity This book provides a roadmap for the future of education in the digital age offering valuable insights and practical solutions for educators researchers and policymakers alike **The Academic Skills Handbook** Diana Hopkins, Tom Reid, 2024-02-29 This is your complete guide to success in navigating writing thinking and communicating at university Packed with tips diagnostic tools guided exercises and full text examples it equips you to boost your grades ace your assignments and get the most out of your time at university This book helps you Prepare for and navigate university culture Develop the academic skills needed for success at university Communicate your ideas with confidence and clarity Watch your skills grow with diagnostic tools Create your own study plan tailored to the skills you need Know what your tutor is looking for and how to deliver Turn your skills into success after university The Academic Skills Handbook is specially designed to show you where your strengths are and what you need to work on so you get a practice plan that is perfect for your needs It then arms you with the principles and practice to get ahead in your academic writing presentations and group work What's new to this edition Three chapters on university culture writing blogs and online and blended learning including best practices for using AI as a support tool as well as new annotated examples of course work and increased coverage of wellbeing Student Success is a series of essential guides for students of all levels From how to think critically and write great essays to boosting your employability and managing your wellbeing the Student Success series helps you study smarter and get the best from your time at university **The Lecturer's Toolkit** Phil Race, 2014-11-27 The Lecturer's Toolkit is a wide ranging down to earth practical resource for lecturers and teachers in universities and colleges Jargon free and written with authority clarity and candour the Toolkit addresses a broad range of aspects of assessment feedback learning and teaching and helps develop many facets of professional practice Built around a central agenda of improving the quality of student learning the Toolkit is outcomes focused Building on the strengths of its predecessors this fourth edition includes strengthened emphasis on assessment and feedback and designing large group teaching for the digital age when students can get easy access to a vast range of learning resource materials online Coverage includes how students really learn

designing assessment and feedback to enhance learning lectures in the digital age making small group teaching work resource based learning in the digital age looking after yourself challenges and reflections Fully updated and expanded this fourth edition of the Toolkit will be an essential and flexible resource for every higher education professional

Universities, the Citizen Scholar and the Future of Higher Education J. Arvanitakis,D. Hornsby,2016-06-01 The future of higher education is in question as universities struggle to remain relevant to the present and future needs of society The context in which learning occurs is rapidly changing and those engaged and interested in the place and position of university education need to figure out to adapt This book embodies a vision for higher education where graduate attributes and proficiencies are at the core of the academic project where degree programs move beyond disciplinary content and where students are encouraged to be Citizen Scholars Through a series of cross disciplinary and contextual cases the contributors to this book articulate how this vision can be achieved in our pedagogical environments future proofing higher education

Becoming a Reflective Practitioner Christopher Johns,2017-04-24 Christopher Johns is an internationally recognised pioneer of reflective practice in nursing and health care Nursing Standard Becoming a Reflective Practitioner provides a unique insight into reflective practice exploring the value of using models of reflection with particular reference to Christopher Johns own model for structured reflection Now in its fifth edition this book has been completely revised and updated to include up to date literature and reflective extracts Contemporary in approach this definitive text contains a variety of rich and insightful reflective extracts that support the main issues being raised in each chapter and challenges practitioners and students to question their own practice Now with further scenarios and case studies included throughout these extracts provide the reader with access to the experience of reflective representation helping to explicate the way in which reflective practice can inform the wider notion of professional practice With an increase in professional registration requiring reflective evidence this new edition of Becoming a Reflective Practitioner is an essential guide to all those using reflection in everyday clinical practice

Perspectives on Language Research Marinela Burada,Oana Tatu,Raluca Sinu,2024-09-11 Dedicated to language related research the present volume brings together contributions that reflect the interests experiences and challenges of theorists practitioners and language instructors today Drawing on case studies and authentic data the articles showcase issues concerning on the one hand the analysis of language structure at various levels phonology morphology syntax and on the other the construction of text and identity in areas such as teaching academic writing or translation The diversity of topics and approaches makes Perspectives on Language Research a valuable resource for students and specialists in language and communication

Study Skills for Criminology John Harrison,Mark Simpson,Olwen Harrison,Emma Martin,2011-12-16 The new edition of this best selling study skills book provides a practical guide for success for individuals at every level of their criminology and criminal justice degree The new edition of this best selling study skills book is a practical guide to success for individuals at every level of their criminology and criminal justice

degree Fully revised to reflect changes in the curriculum the book continues to provide students with practical and relevant information for their degree including topics on choosing modules sourcing and researching applying theory to practice writing essays presentation skills revision taking exams and careers after your degree New to the second edition a chapter on plagiarism developments in virtual learning environments and e resources expanded coverage of internet and e learning skills advice on moving from A level to university Maintaining its student friendly approach and useful pedagogy tips activities glossary key terms and issues Study Skills for Criminology is an essential purchase for any student of criminology or criminal justice looking to excel in their degree John Harrison formerly of Teesside University Mark Simpson is Dean of the School of Social Sciences and Law at Teesside University Olwen Harrison formerly of Teesside University Emma Martin is Senior Lecturer in Criminology at Teesside University SAGE Study Skills are essential study guides for students of all levels From how to write great essays and succeeding at university to writing your undergraduate dissertation and doing postgraduate research SAGE Study Skills help you get the best from your time at university Visit the SAGE Study Skills hub for tips quizzes and videos on study success

Teaching Academic Writing Caroline Coffin, Mary Jane Curry, Sharon Goodman, Ann Hewings, Theresa Lillis, Joan Swann, 2005-07-26 Drawing on writing research the book takes into account recent developments such as the increasing diversity of the student body the use of the Internet electronic tuition and issues surrounding globalisation

Improving How Universities Teach Science Carl Wieman, 2017-05-22 Too many universities remain wedded to outmoded ways of teaching Too few departments ask whether what happens in their lecture halls is effective at helping students to learn and how they can encourage their faculty to teach better But real change is possible and Carl Wieman shows us how it can be done through detailed tested strategies

Evaluation in Foreign Language Education in the Middle East and North Africa Sahbi Hidri, Christine Coombe, 2016-09-27 This book presents evaluation cases from the Middle East and North Africa MENA context investigating the various facets of evaluation in different parts of the MENA region and beyond In 19 chapters it explores cases from Tunisia Saudi Arabia Egypt Sudan Syria the UAE Turkey Iran and Morocco The book highlights the impact of evaluation on a range of stakeholders arguing that it has repercussions at the individual societal economic cultural and political levels that it also has an ethical dimension and that it is tailored to people's needs helping them to remain abreast of the effectiveness and efficiency of programs Further the book explores controversial issues concerning different evaluation themes such as teacher and staff evaluation assessment practices text genre analysis evaluation assessment of productive skills textbook and ICT evaluation evaluation of ELT certificates and programs quality assurance ESP needs analysis assessment literacy and dynamic assessment It addresses key challenges such as who the right people to implement evaluation are and the appropriate use of evaluation results to avoid any misuse or harm to any stakeholder In closing the book calls for further research venues on the relevance of evaluation testing and assessment in the MENA context and beyond

Effective Learning in the Life Sciences David J. Adams, 2011-10-17

Effective Learning in the Life Sciences is intended to help ensure that each student achieves his or her true potential by learning how to solve problems creatively in laboratory field or other workplace setting Each chapter describes state of the art approaches to learning and teaching and will include case studies worked examples and a section that lists additional online and other resources All of the chapters are written from the perspective both of students and academics and emphasize and embrace effective scientific method throughout This title also draws on experience from a major project conducted by the Centre for Bioscience with a wide range of collaborators designed to identify and implement creative teaching in bioscience laboratories and field settings With a strong emphasis on students thinking for themselves and actively learning about their chosen subject Effective Learning in the Life Sciences provides an invaluable guide to making the university experience as effective as possible

The Science Student's Guide to Dissertations and Research

Projects Jessica Bownes, 2023-02-23 Scientific research should be interesting and exciting When you finally get your data and even better it makes sense There s nothing quite like it Your final research project will give you a flavour of what it will be like if you decide you would like to make a career in scientific research This book will help you get the most out of that experience In her years of work with students Jess Bownes has answered countless questions about conducting and writing about scientific research In this book she distils her advice into one essential guide to writing dissertations and research projects and addresses the most common concerns and questions that science students have This book supports students through the entire process of working on a dissertation from the early but crucial planning stages through to undertaking practical work and collecting data researching literature and writing up one s findings The structure of the book mirrors key stages of a research project or dissertation making it easy for students to dip in and out as they work on their project With lists step by step guides and plenty of practical examples each chapter helps readers to approach their research in a focused and efficient manner The book provides guidance on how to work effectively with one s supervisor so that readers can better judge when to work independently and how and when to seek advice As students are often worried about committing accidental plagiarism in research projects Bownes dedicates a chapter to this topic to ensure students have the skills and knowledge to use sources appropriately This is an essential companion for any undergraduate or Masters student who is writing a dissertation or research project in the sciences

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