

FIRST YEAR CORE COURSE LEADERS' COMMUNITY OF PRACTICE TOOLKIT

FIRST YEAR COURSE LEADERS TOOLKIT ITEM

*Criterion Referenced
Marking*

THE USQ
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USQ UNIVERSITY OF
SOUTHERN QUEENSLAND

Criterion-referenced assessment: marking rubric for first year economics

Teacher: Khorshed Alam

Course: ECO1000 - Economics

Rationale

Providing a clear set of criteria for an extended response essay assignment provides students with an explicit message about the course leader's expectations. It also provides other members of the teaching team, such as markers, with a clear guide for marking.

Activity

Drawing up a marking rubric involves listing desired criteria for the assessment item, such as evidence of research, and combining them with a set of 'grade descriptors', which describe different levels of student attainment for it. Some academic staff allocate a percentage of marks to each criterion, depending on its relative importance. Others simply allocate a percentage range, which allows for more flexibility.

Sample text

Marking rubric [see over page]

Marking Criteria for Extended Response (essay) Question

Total marks for question 2: 60 marks

Elements of Assessment for Question 2	HD (> 85% overall)	A (75% - 84.9% overall)	B (65% - 74.9% overall)	C (50% - 64.9% overall)	F (< 50% overall)
<p>Physical presentation (out of 10 marks)</p> <p><i>(spelling, grammar, structure, style and construction)</i></p>	<p>..... □ 8.5 to 10 marks</p> <ul style="list-style-type: none"> • excellent written expression, only few grammatical or syntactic errors • excellent level of structure • correctly formatted • well-defined paragraphs and clear links between paragraphs and sections 	<p>..... □ 7.5 to 8.4 marks</p> <ul style="list-style-type: none"> • commendable written expression; generally appropriate English with few grammatical or syntactic errors • commendable level of structure • generally correctly formatted • mostly well-defined paragraphs and some links between paragraphs and sections 	<p>..... □ 6.5 to 7.4 marks</p> <ul style="list-style-type: none"> • satisfactory written expression with some evidences of poor grammar/syntax and/or inappropriate use of language • satisfactory level of essay structure • format contains some errors • most paragraphs contain one topic only and connection between paragraphs and sections is not explicit 	<p>..... □ 5 to 6.4 marks</p> <ul style="list-style-type: none"> • acceptable level of written expression with evidence of poor grammar and syntax, and some inappropriate uses of language • discernable structure • discernable format • some discernable paragraph structure and connection between paragraphs and sections is not explicit 	<p>..... □ <5 marks</p> <ul style="list-style-type: none"> • unsatisfactory level of written expression with many instances of poor grammar and syntax and/or inappropriate use of language • unsatisfactory level of structure • lack of prescribed format • lack of evidence of both paragraph structure and connection between paragraphs and sections
<p>Research effort (out of 15 marks)</p> <p><i>(relevance, extent and use of material, referencing – Harvard style and 6 references including 1 journal article)</i></p>	<p>..... □ 12.7 to 15 marks</p> <ul style="list-style-type: none"> • excellent level of research with more than the minimum required number of authoritative and relevant references (6) • use of at least one relevant journal article • excellent use of examples/graphs/causation chain to demonstrate key ideas/concepts • reference list and in-text citations show few, if any, errors 	<p>..... □ 11.2 to 12.6 marks</p> <ul style="list-style-type: none"> • commendable level of research with, as a minimum, required number of authoritative and relevant references (6) • use of at least one relevant journal article • good use of examples/graphs/causation chain to demonstrate key ideas/concepts • reference list and in-text citations show only minor errors 	<p>..... □ 9.7 to 11.1 marks</p> <ul style="list-style-type: none"> • satisfactory level of research with the required number of authoritative and relevant references (6) • reasonable use of examples/graphs/causation chain to demonstrate key ideas/concepts • reference list and in-text citations show some errors 	<p>..... □ 7.5 to 9.6 marks</p> <ul style="list-style-type: none"> • evidence of some research with required number of references (6) • use of at least one example/graph/causation chain to demonstrate key ideas/concepts • reference list and in-text citations show inconsistent style 	<p>..... □ <7.5 marks</p> <ul style="list-style-type: none"> • unsatisfactory level of research with too few and/or irrelevant references • no use of examples/graphs/causation chain to demonstrate key ideas/concepts • many errors and omissions in reference list and in-text citations

Elements of Assessment for Question 2	HD (> 85% overall)	A (75% - 84.9% overall)	B (65% - 74.9% overall)	C (50% - 64.9% overall)	F (< 50% overall)
<p>Content (out of 30 marks)</p> <p><i>(relevant points, critical analysis)</i></p>	<p>..... □ 25.4 to 30 marks</p> <ul style="list-style-type: none"> demonstrates excellent understanding of all parts of essay topic develops coherent and persuasive argument throughout essay which addresses all parts of topic demonstrates a thorough understanding of issues, concepts and theory 	<p>..... □ 22.4 to 25.2 marks</p> <ul style="list-style-type: none"> demonstrates thorough understanding of all parts of essay topic develops argument that is clearly related to the essay topic correctly identifies and examines issues, concepts and theory 	<p>..... □ 19.4 to 22.2 marks</p> <ul style="list-style-type: none"> demonstrates sound understanding of essay topic explores different viewpoints related to essay topic correctly identifies and examines issues, concepts and theory 	<p>..... □ 15.0 to 19.3 marks</p> <ul style="list-style-type: none"> demonstrates some understanding of the essay topic demonstrates awareness of different viewpoints related to topic correctly identifies some issues, concepts and theory 	<p>..... □ <15 marks</p> <ul style="list-style-type: none"> demonstrates little or no understanding of the essay topic demonstrates no awareness of different viewpoints related to topic demonstrates only limited understanding of issues, concepts and theory
<p>Conclusions (out of 5 marks)</p>	<p>..... □ 4.2 to 5 marks</p> <ul style="list-style-type: none"> provides well-balanced conclusion with a synthesis of key findings/arguments provides a direction for further research required points any limitations of methodology/theory/data 	<p>..... □ 3.2 to 4.2 marks</p> <ul style="list-style-type: none"> conclusion restates key findings/arguments 	<p>..... □ 3.2 to 3.7 marks</p> <ul style="list-style-type: none"> conclusion relates to the topic, but lacks clarity and/or precision in terms of synthesizing key arguments/findings 	<p>..... □ 2.5 to 3.25 marks</p> <ul style="list-style-type: none"> attempts a conclusion that relates to essay topic, but lacks clarity and/or precision 	<p>..... □ <2.5 marks</p> <ul style="list-style-type: none"> lacks a structured conclusion repeats points already stated introduces new ideas/information

Marks are rounded to the nearest decimal points.

Overall comments: