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| **ACADEMIC REPORT – RUBRIC** | | | | | |
|  | **Excellent: 5** | **Good: 4:** | **Average: 3** | **Poor: 2** | **Very Weak: 1** |
| **Introduction** | Clear aim and central idea. Thesis statement is sophisticated, well-formulated and relates directly back to the claim or central idea. | Aim and overall idea is stated. Thesis statement is well-formulated and relates to the claim or central idea. | Aim and central idea are included but are vague in parts. Thesis statement is fair and may not relate to the central claim or idea in full. | Aim and central idea are unclear or under-developed. The thesis statement is vague or confusing and does not relate to the central idea. | Aim and central idea are unclear &/or confusing. The thesis statement is missing, or is weak and does not relate to the central idea. |
| **Content and Persuasion** | Excellent content: strong claims supported by relevant evidence and exemplification. Argument builds logically and is fully persuasive. | Strong content: some strong claims and mostly relevant supporting evidence. Argument is logical and somewhat persuasive. | Solid content: some claims and supporting evidence not always fully persuasive or logically built. | Content lacking: some claims may not be strong, or evidence weak or lacking. Persuasion weak. | Weak content: most claims are not strongly made, and evidence is weak or lacking. Not persuasive. |
| **Paragraph Development** | Each paragraph has a clear topic sentence, with coherently formed supporting sentences. Paragraph development throughout the AR is very effective. | Most paragraphs have a clear topic sentence, with coherently formed supporting sentences. Paragraph development throughout the AR is effective. | Some paragraphs have a clear topic sentence, with coherently formed supporting sentences. Paragraph development throughout the AR is effective in parts. | Few paragraphs have a clear topic sentence, with coherently formed supporting sentences. Paragraph development throughout the AR is problematic in parts. | Very few, if any paragraphs have a clear topic sentence, with coherently formed supporting sentences. Paragraph development is weak &/or confusing. |
| **Flow and Supporting Details** | A good range of signposting markers and transition words are used to achieve a fully coherent text. This is also well-supported by effective exemplification. | A range of signposting markers and transition words are used to achieve a coherent text. This is also largely supported by effective exemplification. | Signposting markers and transition words are used in parts to achieve some coherence. More exemplification was needed. | Limited use of signposting markers and transition words causes incoherence in parts. Exemplification is limited or absent throughout. | Signposting markers and transition words are almost completely lacking, as is exemplification. |
| **Conclusion** | Relates well to the Introduction and revisits the thesis statement. Provides an effective summary of the central ideas, without any new points being raised. | Relates to the Introduction and revisits the thesis statement. Provides a summary of the central ideas, without any new points being raised. | Relates reasonably well to the Introduction and thesis statement. Attempts a summary of the central ideas, though a new or irrelevant point may have been raised. | Only partially relates to the Introduction and thesis statement. Summary of central ideas is lacking or weak, and new or irrelevant points have been raised. | Conclusion is missing. Or, where present, barely relates to the Introduction &/or thesis statement. Summary of central ideas is lacking. |
| **Citations and References**  **\**Note that any instances of plagiarism will earn a failed grade*** | Excellent balance of credible citations, smoothly integrated, supportive of claims, and correctly cited. Correct number of references and correctly formatted in References | Citations are solid, mostly well integrated and supportive, correctly cited. Number of references are correct and correctly formatted | Citations may not all be smoothly integrated or supportive, or perhaps incorrectly cited. Reference format may not be perfect. | May contain at least one insufficient, poorly integrated, or less reputable citation. References may not be complete or correctly formatted. | More than one poorly integrated, or weak citation, with insufficient support of claims and argument. References poorly formatted or incomplete. |
| **Grammar, Punctuation & Formatting** | AR shows effective command of grammar and complex syntax. Spelling and formatting are accurate, and punctuation is used competently to good effect. | AR shows good command of grammar and complex syntax. Spelling and formatting are largely accurate and punctuation is used to good effect. | Complex grammar and syntax is attempted in parts of the AR. Inaccuracies in spelling & formatting are present and punctuation is reasonable. | Grammar and syntax has problems. Spelling & formatting inaccuracies occur frequently and punctuation use is limited. | Grammar and syntax errors impede understanding. Spelling & formatting mistakes are frequent and punctuation use is very limited. |