

Assessment Rubric

Section	Marks
Content of ideas	40
Research	25
Structure	15
Presentation	10
Language	10

Assessment Criteria

CRITERION A: CONTENT (40 credits)

CRITERION	M/S
<p><i>The student fully understands the wording of the question and fully meets the requirements of the assignment:</i></p> <ul style="list-style-type: none">➤ The student fully understands the wording of the question, in its various nuances, its implications and its implicit presuppositions.➤ The answer covers most of the points provided for in the Answer Guide.➤ The student structures, organizes and develops his argument fully. The arguments are coherent, substantiated and convincing. The thinking is coherent, sequential and follows a logical progression.➤ Even if he does not reach strictly original conclusions, the student nevertheless demonstrates compositional ability and creativity in the way they utilize the curriculum and additional bibliography.	40-30
<p><i>The student understands the wording of the question well and adequately meets the requirements of the assignment:</i></p>	29-19

<ul style="list-style-type: none"> ➤ The student understands the wording of the question, even if he misses to some extent the nuances, allusions and implicit presuppositions. ➤ The answer covers several but not all of the points provided in the Answer Guide. ➤ The student structures, organizes and develops his essay in a satisfactorily manner covering all aspects of the subject. The arguments are coherent, substantiated and generally convincing, but in some cases there is some repetition. ➤ The student handles parts of the curriculum creatively and fluently but demonstrate some uncertainty in others. He is familiar with material other than the textbook. 	
<p><i>The student understands the wording of the question insufficiently and only partially meets the requirements of the assignment:</i></p> <ul style="list-style-type: none"> ➤ There are serious gaps in the way the student understands the wording of the question. Parts of it are omitted, while its nuances, allusions and implicit presuppositions are not captured. The student often deviates from the answer framework. ➤ The arguments are often flimsy, with logical gaps and leaps. Few or very few of the points provided in the Answer Guide are covered. ➤ The student does not seem to have fully grasped the curriculum. They commit serious errors in handling the material and showcases misconceptions and distortions. 	19-10
<p><i>The student does not understand the wording of the question and does not meet the requirements of the assignment:</i></p> <ul style="list-style-type: none"> ➤ The student does not fundamentally understand the wording of the question and what it entails. Important aspects of the issue remain unaddressed. The assignment does not result in clear and plausible arguments appropriate to the requirements and generally moves outside the answer's framework. ➤ The student's argument is constantly languishing. The student is unable to 	9-0

construct arguments with coherence and logical progression.	
➤ The student has not understood the curriculum.	

CRITERION B: STRUCTURE (credits)

CRITERION	M/S
<p><i>The student fully understands and applies perfectly the rules of structuring a scientific paper:</i></p> <ul style="list-style-type: none"> ➤ The essay presents a distinct threefold structure (introduction - main part - conclusion). The structure fully responds to the topic development needs by distributing the material correctly in the relevant sections on the basis of its importance and weight in the general argument. ➤ The student does not forget to place headings and subheadings at strategic points in the essay, which contribute to an easier access to the material provided. 	15-10
<p><i>The student generally comprehends and applies to a large extent the rules of structure of a scientific paper:</i></p> <ul style="list-style-type: none"> ➤ The essay presents a distinct threefold structure (introduction - main part - conclusion). ➤ The structure responds to a large extent, but not fully, to the topic development needs of the essay. In general, the material is broken down into the relevant sections based on its importance and weight in the general argument. However, there are cases where material is misplaced. ➤ The student places headings and subheading place headings and subheadings at, which contribute to an easier access to the material provided, where needed, but not in a totally consistent manner. ➤ The student generally understands the use of footnotes or endnotes, but sometimes makes mistakes and demonstrates inconsistencies. 	9-5

<p><i>The student demonstrates significant deficiencies in the application of rules of structure of a scientific work:</i></p> <ul style="list-style-type: none"> ➤ The paper does not have a discernible threefold structure (introduction - main part - conclusion), making it hard to follow the development of the argument. The material is not properly placed in different sections on the basis of its importance and weight in the general argument. ➤ The essay lacks structure. The argument does not progress in a logical manner. The argument is forced, complicated and extremely difficult to understand. The student does not understand the methods of developing a scientific argument. ➤ The essay is a single body of text, without any visible indications of structure and organization. 	4-0
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CRITERION C: PRESENTATION (10 credits)

CRITERION	M/S
<p><i>The student fully possesses and applies the rules of scientific paper presentation:</i></p> <ul style="list-style-type: none"> ➤ The student has mastered the use of footnotes or endnotes, based on a specific system (preferably that suggested by the Paper Writing Guide). ➤ The students knows where, how, when and why to insert footnotes. They place the footnote markers in the appropriate places so that it is perfectly clear what it refers to and why. ➤ The footnote itself is very clear as to what material the reader should consult. ➤ The student uses sparingly verbatim quotations from primary and secondary sources. They know how to clearly separate their own and other people's words without leaving ground for any suspicion of plagiarism. ➤ The student presents the bibliography in a structured and systematic manner, both in the footnotes and at the end of the paper, on the basis 	10-7.5

<p>of a specific system (preferably that suggested by the Paper Writing Guide).</p> <ul style="list-style-type: none"> ➤ The work presents a perfect typographic appearance, without inconsistencies. 	
<p><i>The student possesses and applies the rules of scientific paper presentation:</i>The student generally the use of footnotes or endnotes, but sometimes presents errors and inconsistencies.</p> <ul style="list-style-type: none"> ➤ The student does not demonstrate that he knows fully where, how, when and why to put footnotes in a scientific paper. They do not always place footnote markers in the appropriate place to make it perfectly clear what it refers to and why. ➤ The footnote itself is not always clear as to material the reader should consult. ➤ There are imperfections in how references are structured both in the footnotes and in the end of the document. ➤ The paper has very few typographical errors. 	7.5-5.0
<p><i>The student has significant shortcomings in the application of the rules of scientific paper presentation:</i></p> <ul style="list-style-type: none"> ➤ The use of footnotes or endnotes is either completely absent or has very serious inconsistencies and errors at all levels. ➤ Bibliography is completely missing or not presented in a coherent manner. ➤ The work is typographically inelegant, with many typographical errors and inconsistencies (different fonts, bold or italic in places where not required, different font sizes in headings, footnotes and/or within the text, typing errors). 	5 - 0

CRITERION D: LANGUAGE (10 credits)

CRITERION	M/S
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<p><i>The text is perfectly flowing, precise and stylistically appropriate:</i></p> <ul style="list-style-type: none"> ➤ The language is grammatically and syntactically flawless. The syntax is clear and comprehensible. The writing style is artful, but not too long and contrived. ➤ The language is consistent with the stylistic requirements of a scientific paper. It does not resemble fiction writing style nor does it use informal language. It is pompous and pretentious. The writing demonstrates a personal style, but not to the extent that it becomes eccentric. ➤ The style is eloquent, rich and varied, always within the boundaries of scientific discourse. 	10-7
<p><i>The writing style sometimes is lacking precision:</i></p> <ul style="list-style-type: none"> ➤ There is a fairly large number of soloisms which make it difficult to understand the writing. The text is generally incomprehensible. ➤ The student does not seem always to fully understand the stylistic requirements of a scientific paper. ➤ The vocabulary is limited and repetitive. 	6-0

CRITERION E: RESEARCH (25 credits)

CRITERION	M/S
<p><i>The essay shows very clear evidence of personal research:</i></p> <ul style="list-style-type: none"> ➤ The student makes full and not merely selective use of most of the indicated bibliography. ➤ The student discovers and utilizes relevant and useful sources beyond the initial suggestions of the instructor. ➤ The use of the literature for the construction of the argument is excellent. The bibliographical substantiation or arguments and claims is very compact. Bibliography is used as a means to substantially 	25-18

enrich the argument with ideas, information, documents, examples, etc.	
<p><i>The essay presents substantial evidence of personal research:</i></p> <ul style="list-style-type: none"> ➤ The student makes use of a significant part of the literature provided. ➤ The use of bibliography to construct the argument is sufficient, but not complete. References are made to scientific studies on the subject, but it is not fully evident how these studies have contributed to the development of the student's argument. 	17-9
<p><i>The paper shows little or no evidence of personal research:</i></p> <ul style="list-style-type: none"> ➤ The student employed only material from the textbook and/or the required readings, but has used this material to its full potential. References to other bibliography are rare and selective. ➤ The use of bibliography to construct, extend and deepen the argument is limited. ➤ The student does not use bibliographic references to substantiate arguments and claims. 	8-0