**ANNEX 2**

**ASSESSMENT GUIDELINES FOR WRITTEN ASSIGNMENTS**

**GENERAL MODEL**

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| **GUIDELINE** | **POINTS** |
| **Content of ideas** | **4**0 |
| **Structure** | **15** |
| **Presentation** | **10** |
| **Language** | **10** |
| **Research** | **2**5 |

**GUIDELINE Α: CONTENT OF IDEAS**

**(40 points)**

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| **GUIDELINE** | **POINTS** |
| ***The student fully understands the wording of the question and fully meets the requirements of the assignment:***   * The student fully understands the wording of the question, in its varied shades, hints and implied conditions. * The answer covers most of the points provided in the Answer Guide. * The student structures, organizes and develops his argument completely. The arguments are organized, documented and convincing. Thought shows consistency, sequence and logical escalation. * The student structures, organizes and develops his argument more fully. The arguments are organized, documented and convincing. Thought shows consistency, sequence and logical escalation. * Even if it does not necessarily lead to strictly original conclusions, however, the student exhibits synthesizing ability and creativity in the way he uses the curriculum and the stimuli of the additional bibliography. | **40-30** |
| ***The student adequately understands the wording of the question and meets the requirements of the assignment in a satisfactory manner:***   * The student understands the wording of the question, even if some of the subtleties, hints and implied conditions draw his attention. * The answer covers quite a few, but not all the points provided in the Answer Guide. * The student structures, organizes and develops his argument in a satisfactory manner covering all aspects of the subject. The arguments are organized, documented and generally convincing, but in some cases there is a sense of circularity or repetition. * The student handles parts of the curriculum creatively and comfortably, but presents some stiffness and uncertainty in others. He also doesn’t have particular familiarity with the subject matter beyond the teaching manual. | **29-19** |  |
| ***The student does not adequately understand the wording of the question and only partially responds to the demands of the assignment:***   * There are serious gaps in the way the student understands the wording of the question. Parts of it are omitted during the development, while the subtle shades, hints and implied conditions are not captured. The student often deviates from the scope of the answer. * The arguments are often empty, with logical gaps and jumps. Little to a few of the points provided by the Answer Guide are covered. * The student does not seem to have absorbed the curriculum. He makes serious mistakes in managing the material and is subject to misunderstandings and distortions. | **19-10** |  |
| ***The student does not understand the wording of the question and does not meet the requirements of the assignment:***   * The student does not understand the wording of the question and what it entails. Important aspects of the issue remain intact. The assignment does not result in clear and easy-to-understand positions that are in line with the requirements and generally goes beyond the scope of the answer. * His argument is unreasonably delayed and constantly undermined. The student is unable to establish positions with a sequence, consistency and logical escalation. * The student has not understood the teaching material. | **9-0** |  |

**GUIDELINE B: STRUCTURE**

**(15 points)**

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| **GUIDELINE** | **POINTS** |
| ***The student fully understands and applies well the rules of structuring a scientific assignment:***   * The assignment has a distinct three-part structure (introduction - main part - conclusion). The structure fully responds to the development needs of the subject by correctly distributing the material to the relevant sections, based on its importance and weight in the whole argument. * The student does not fail to place headings and sub-headings in strategic points of the assignment, which contribute to easier access of the provided material. | **15-10** |
| ***The student generally understands and largely applies the rules of structuring a scientific assignment:***   * The assignment has a distinct three-part structure (introduction - main part - conclusion). The structure responds to a great extent, but not perfectly, to the development needs of the subject. In general, the material is correctly allocated to the relevant sections based on its importance and weight in the whole argument. However, there are cases of material displacement where it is inappropriate. * The student places headings and sub-headings in strategic points of the assignment, which contribute to easier access of the provided material, but not with absolute consistency and not always with alignment. * The student generally understands how to use footnotes or endnotes, but occasionally makes mistakes and inconsistencies. | **9-5** |
| ***The student has significant shortcomings in applying the rules of structuring a scientific assignment:***   * The assignment does not have a distinct three-part structure (introduction - main part - conclusion), which as a result makes monitoring the progress of the argument difficult. The material is not distributed correctly to relevant sections based on its importance and weight in the whole argument. * The assignment is unstructured. The argument does not show logical escalation. Thought is disordered and extremely incomprehensible. The student does not understand the methods of developing a scientific argument. * The assignment is a single, indistinguishable body, without any visible indication of its structure and organization. | **4-0** |

**GUIDELINE C: PRESENTATION**

**(10 points)**

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| **GUIDELINE** | **POINTS** |
| ***The student fully understands and applies well the rules of presenting a scientific assignment:***   * The student understands how to use footnotes or endnotes, based on a particular system (preferably what is suggested by the OUC’s Manual of Writing). * He knows where, how, when, and why you put footnotes in a scientific assignment. He places the footnote markers at the appropriate points so that it is absolutely clear what it refers to and why. * The footnote itself is clear about the material the reader is asked to identify in the primary or secondary source it refers to. * The student uses quotations from the primary and secondary sources as they are written, sparingly and appropriately. He knows how to clearly distinguish his own speech from the one he has taken from elsewhere, without allowing any suspicion of plagiarism. * The student presents his bibliography structurally and systematically, in both the footnotes and the end of the paper, based on a specific system (preferably what is suggested by the OUC Guide of Preparing Written Assignments). * The assignment presents a perfect typographical appearance, without inconsistencies and lack of aesthetics. | **10-7.5** |  |
| ***The student generally understands and largely applies the rules of presenting a scientific assignment:***   * The student generally knows how to use footnotes or endnotes, but occasionally makes mistakes and inconsistencies. * The student does not prove that he is fully aware of where, how, when, and why he uses footnotes in a scientific assignment. He does not always place the footnote markers at the appropriate points, so that it is absolutely clear what it refers to and why. * The footnote itself is not always clear about the material the reader is asked to identify in the primary or secondary source it refers to. * There are imperfections in the composition of the bibliography both in the footnotes and at the end of the document. * The assignment shows minimal mistakes in typographic appearance. | **7.5-5.0** |  |
| ***The student has significant shortcomings in applying the rules of presenting a scientific assignment:***   * The use of footnotes or endnotes is either completely absent, or displays very serious inconsistencies and mistakes in all levels. * The bibliography is completely absent or not presented in a structured way. * The assignment is typographically unsightly, with many typographical errors and inconsistencies (different fonts in single bodies of text, bold or italic elements where it is not required, variety of font sizes in headings, footnotes or within the text, typing errors, such as accent omissions etc.). | **5 - 0** |

**GUIDELINE D: LANGUAGE**

**(10 points)**

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| **GUIDELINE** | **POINTS** |
| ***The speech is absolutely flowing, precise and stylistically appropriate:***   * The language is grammatically and syntactically fluent. The syntax is clear and easy to read. The speech is submissive and creative, but not overly long and chaotic. * The language is in line with the stylistic coordinates of a scientific essay. It is not simplified, it is not archaic, it is not pretentious and self-referential. The speech has personality, but not to the extent that it becomes peculiar. * Expression is eloquent, rich and varied, always within the ethics of scientific speech. | **10-7** |
| ***The speech sometimes lacks precision:***   * There is a fairly large number of barbarism and solecism, that makes it difficult to understand the speech. The text is generally difficult to read. * The student appears to not completely and always understand the stylistic specifications of a scientific essay. * The expression is poor, the vocabulary is limited and repetitive. | **6-0** |

**GUIDELINE E: RESEARCH**

**(25 points)**

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| **GUIDELINE** | **POINTS** |
| ***The assignment presents unequivocal evidence of personal research:***   * The student makes full and not selective use of most of the bibliography indicated. * The student discovers and utilizes relevant and useful sources beyond the teacher's initial indications. * The use of bibliography for forming the argument is perfect. The bibliographic documentation of positions, views and arguments is compact. The bibliography is used as a means to substantially enrich the argument with ideas, information, evidence, examples etc. | **25-18** |
| ***The assignment presents clear indications of personal research:***   * The student uses a significant part of the provided bibliography. * The use of the bibliography to construct the argument is adequate, but not complete. References are made to scientific studies related to the subject, but it is not entirely clear how these studies have contributed to the development of the student's argument. | **17-9** |
| ***The assignment*** ***shows little or no evidence of personal research:***   * The student has sufficed with the material of the teaching manual and/or the basic compulsory bibliography, which proves however that he knows it very well. References to the wider literature provided are rare and selective. * The use of bibliography for the formation, extension and depth of the argument is limited. * The student has the sense of the need for bibliographic documentation of positions, views and arguments. | **8-0** |