

UNIVERSITY OF READING RUBRIC BANK

Colleagues from Henley Business School, the Department of Psychology and the Institute of Education have kindly given permission for their rubrics to be added to a new Rubric Bank. These rubrics have been identified by colleagues in the EMA Programme, TEL and ADE teams, as of particular value because:

- They tend to outline levels of performance clearly and show progression
- They tend to outline criteria clearly

These rubrics are intended to act as a useful resource for colleagues hoping to create or amend their own rubrics.

For further advice please refer to the Rubric Audit Tool, the Rubric Resources Interactive Map and the new Rubric Guide (<https://sites.reading.ac.uk/ema/resource-map/>).

Having accessed these materials, if you need any further help putting your rubric online, surrounding rubrics, please contact the Technology Enhanced Learning team by emailing IT (it@reading.ac.uk). For additional pedagogic support, please contact the Academic Development and Enhancement Team within CQSD.

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Assessment criteria: Written assignments

Criteria	70–100% 'Distinction'	60–69% 'Merit'	50–59% 'Pass'	0–49% 'Below the standard'
Detail and depth of subject knowledge	Clear evidence of a wide range of well-chosen sources, theories and models used to develop an in-depth and critical analysis of the topic/problem	Clear evidence of an appropriate range of sources, theories and models used to develop a good level of critical analysis of the topic/problem	Evidence of standard sources, theories and models used to develop a structured analysis of the topic that offers some insights into the topic/problem	Largely irrelevant or inappropriate sources, theories and models; failure to develop a coherent discussion or analysis of the topic/problem
Clarity of organisation and argument structure	Excellent overall organisation and structure Excellent linkages between components giving a strong and logical flow to the overall argument	Very good overall organisation and structure Very good linkages between components giving a clear flow to the overall argument	Good/appropriate overall organisation and structure Explicit linkages between components giving a coherent flow to the overall argument	Incoherent or illogical overall organisation and structure Poor or no linkages between components, lacking flow in the overall argument
Use of evidence	Excellent use of evidence to support analysis and discussion	Very good use of evidence to support analysis and discussion	Good/appropriate use of evidence to support analysis and discussion	Limited or inappropriate use of evidence to support analysis and discussion
Referencing	Excellent referencing using the Harvard referencing system	Appropriate and relevant referencing using the Harvard referencing system	Reasonable referencing using the Harvard referencing system demonstrating an understanding of the concept of referencing	Limited or no referencing or clear demonstration of failure to understand the concept of referencing and/or to use the Harvard referencing system
Overall presentation	Excellent presentation; Very well written and thoroughly edited	Very good presentation; well written and edited	Clear presentation; reasonably well written with no significant weaknesses in editing	Poor presentation with significant grammatical errors leading to lack of clarity; significant weaknesses in editing
Evidence of reflective practice in learning (if applicable)	Provides excellent personal reflection to demonstrate greater insight and understanding	Very good and appropriate personal reflection to evidence insight and understanding	Personal reflection included but could be developed in greater depth or in more appropriate areas	Limited or no personal reflection or of little relevance to topic/problem or evidence of the development of understanding

	Outstanding (85-100)	Excellent (72-84)	Good (60-69)	Sound (50-59)	Pass (40-49)	Failing (below 40)
Relevance [20%]: Questions are interpreted correctly; discussion is focused on topic of the questions; irrelevant content and discussion are not included.	Totally appropriate interpretation and relevant.	Almost wholly appropriate interpretation and relevant.	Largely appropriate interpretation and relevant.	May contain some misinterpretation and/or irrelevant material	Limited interpretation and relevance.	Significant misinterpretation and irrelevant material.
Knowledge & Understanding [25%]: Recommended literature used and interpreted appropriately; selection and use of evidence the shows understanding and insight; there is evidence of study beyond the recommended literature.	Comprehensive understanding and mastery of core evidence-base and extensive wider reading.	Very strong understanding of core evidence-base and clear evidence of appropriate wider reading.	Good understanding of core evidence-base and some appropriate wider reading.	Sound understanding of core evidence-base and some wider reading.	Weak understanding of core evidence-base and limited, inappropriate or little wider reading.	Lacks understanding of core evidence-base and inappropriate or no wider reading.
Analysis & Critical Thinking [40%]: The integration of evidence-base and data is clearly discussed to address the questions; there is evidence of analysis and problem solving skills; approach shows originality in argument or problem solving; there is evidence of critical insight and reasoned questioning of assumptions; there are incidences of independent judgement.	Very well developed analytical and problem solving skills; outstanding ability to evaluate data and evidence-base; shows strong critical judgement.	Well-developed analytical and problem solving skills; excellent evaluation of data and evidence-base; and shows critical judgement.	Good analytical and problem solving skills; good evaluation of data and evidence-base; shows some critical judgement.	Sound but inconsistent analytical and problem solving skills and evaluation of data and evidence-base; may show some critical judgement.	Inconsistent and weak analytical and problem solving skills; weak evaluation of data and evidence-base; lacks critical judgement.	Lacks analytical and problem solving skills; lacks evaluation of data and evidence-base; lacks critical judgement.
Scholarship and style [15%]: Conclusions are well justified and complete; facts reported and statements made are accurate; writing is clear and fluent; there is appropriate use of technical language for a professional audience; all sources appropriate; accurately acknowledged and formatted in a recognised style.	Very well justified and full conclusions; completely accurate and fluent writing using professional language; accurate referencing.	Well justified and full conclusions; almost wholly accurate and fluent writing using professional language; accurate referencing.	Largely well justified conclusions; largely accurate and fluent writing using professional language; largely accurate referencing.	Sound justification for conclusions; sound level of accuracy and written fluency and use of professional language; sound use of referencing conventions.	Weak justification for conclusions; some inaccuracy; inconsistent written fluency and use of professional language; inconsistent use of referencing conventions.	Limited or no justification for conclusions; much inaccuracy; poor written fluency and use of professional language; poor use of referencing conventions.

BACDL Assignment Rubric 2017-2018

	80+% Distinction level	70+79% Distinction level	60-69% Merit level	50-59% Pass level	40-49% Pass level	30-39% Below threshold	0-29% Fail
Structure	The introduction is a polished abstract of the whole assignment. The conclusion is probing and insightful	A detailed introduction and conclusion are both present and contribute to the persuasiveness of the argument	There is an introduction and conclusion which are both clear and detailed	Both introduction and conclusion are present but not equally clear and detailed	A more detailed introduction and/or conclusion is required (e.g. simply states and restates steps of argument)	The introduction or conclusion is poor (e.g. main discussion starts immediately or ends abruptly)	Both introduction and conclusion are missing
	The work demonstrates an outstanding ability to relate theory to practice .	The work demonstrates an excellent ability to relate theory to practice .	The work demonstrates a sound level of ability to relate theory to practice .	The work demonstrates competence in relating theory to practice .	The work demonstrates a limited ability to relate theory to practice .	Theory and practice may be included but unrelated to each other	Either there is no theory or no practice included
Knowledge, Understanding and analysis	There is evidence of close and careful reasoning with no assumptions made	There is clear reasoning with an appropriate balance and sequence of ideas.	It is well-planned and structured, mostly supported by logical reasoning .	Reasons are given for positions taken	There is a mixture of reasoning and opinion	The writing lacks sufficient reasoning (e.g. mostly characterised by opinion)	Opinion only (e.g. no reasons given for positions taken)
	Maintains a clear and persuasive argument which may be original and/or controversial	Consistently builds a clear and persuasive argument through course of assignment	There is consistent evidence of sign-posting the argument (e.g. recapitulation/ 'topic sentences')	There is some attempt to sign-post the development of an argument for the benefit of the reader (e.g. recapitulation / 'topic sentences')	Although there is some attempt to develop an argument , ideas/ sections do not always follow from each other.	Insufficiently argumentative (e.g. ideas may appear random or disconnected)	There is no attempt to construct an argument
	Demonstrates a critical awareness of current problems and/or new insights and a deep understanding of the central concepts or issues under discussion	Demonstrates extensive understanding and exploration of the topic and discusses this in depth.	Demonstrates a secure understanding and exploration of the topic which is discussed in some depth.	Demonstrates a good understanding of the key issues raised by the question but these could be explored in greater depth.	Demonstrates a basic understanding and exploration of the topic and the issues raised by the question.	Represents a limited descriptive account with insufficient evidence of understanding	There are some basic misunderstandings of the key concepts or ideas
	Description /information is only present to support the analysis and argument	Description /information is only present to support the analysis and argument	Description /information is only present to support the analysis and argument	The assignment is mostly analytical with lapses into mere description (e.g. of practice)	The assignment is mostly descriptive with some attempts at analysis .	The assignment is almost entirely descriptive	There has been no attempt to analyse the subject/concept/issue under discussion
	Thorough and professional coverage of ethical issues if appropriate.	Addresses all relevant ethical issues , if appropriate.	Addresses ethical issues in good detail, if appropriate.	Addresses ethical issues adequately, if appropriate.	Does not address ethical issues adequately, if appropriate.	Ethical issues not appropriately or clearly addressed, if appropriate.	Ethical issues are not addressed or serious concerns about the way this was done, if appropriate.
Evidence of Reading / Knowledge of Literature	Shows a close familiarity with leading edge sources in the field. Uses them effectively.	Shows an ability to find and use a wide range of relevant recent sources - these may include books, book chapters, reports, journal articles and web sources.	Shows an ability to find and use a wide range of appropriate recent sources relevant to the topic.	Has made reference to a good range of academic sources and has generally used them appropriately.	Use of sources is only adequate (e.g. limited range or sources may be dated or inappropriate)	Use of sources is inadequate (e.g. minimal or mostly inappropriate)	Sources are either absent or irrelevant
Presentation and referencing	A highly fluent and engaging academic style comparable to published work	Fluent, polished and engaging academic style .	Clear and engaging academic style .	Generally clear style but not consistently academic (e.g. some lapses into conversational spoken English)	The writing mixes formal and informal styles	The style of writing is mostly conversational	No apparent attempt made at drafting or revision to improve style
	Each paragraph helps to develop the argument and move it forward	Paragraphs used consistently to introduce new ideas or stages of argument	Paragraphs used consistently to introduce new ideas or stages of argument	Mainly relevant use of paragraphing , with some inconsistency.	Limited use of relevant paragraphing .	Either there are no paragraphs at all or sentences are not grouped into paragraphs	Either there are no paragraphs at all or sentences are not grouped into paragraphs
	Grammar and punctuation are free of errors	Grammar and punctuation are free of errors	Very few errors in grammar and punctuation and they do not interfere with meaning.	Few errors in grammar and punctuation and they do not interfere with meaning.	Some errors in grammar and punctuation occasionally interfere with meaning.	Frequent errors in grammar and punctuation that interfere with meaning.	Continual errors in grammar and punctuation that interfere with meaning.
	Conforms completely to recommended (APA) referencing conventions.	Conforms completely to recommended (APA) referencing conventions.	Referencing format generally consistent with recommended (APA) conventions with some minor errors.	Referencing format generally consistent with recommended (APA) convention with some errors.	Referencing format is only partially consistent with recommended (APA) convention and includes errors.	A referencing format has been attempted but does not conform to APA conventions	No final list of references

Marking grid for Level 4 – please note that not all categories are weighted equally.

	80+% Distinction level	70+79% Distinction level	60-69% Merit level	50-59% Pass level	40-49% Pass level	30-39% Below threshold	0-29% Fail
Structure and content of assignment (including relevance to topic chosen)	This work is exceptional in terms of scholarship at this level.	This work demonstrates an excellent level of scholarship at this level.	This work is very well-planned and structured with a logical presentation of ideas.	The work is well planned and structured with a suitable presentation of ideas.	There is evidence of planning and organisation of material.	Limited evidence of planning and organisation of material.	The organisation, ideas and structure of the assignment have failed to meet the required level.
	Excellent planning has led to an articulate and well-reasoned assignment.	Thoughtful and focussed planning has led to a well-reasoned assignment. There is a detailed introduction and a clear sequence and development of ideas. These are effectively summarised in the conclusion	There is a clear introduction and conclusion and the content is relevant. The question is very well addressed.	A sound introduction and conclusion are present and most of the content is relevant. The question is well addressed.	An introduction and conclusion are present and much of the content is relevant. Overall the question is adequately addressed.	The introduction and conclusion are inadequate and the content mostly irrelevant.	The lack of planning is evidenced in a lack of cohesive argument and the assignment does not answer the question
	Outstanding ability to relate theory to practice at this level.	The work demonstrates an excellent ability to relate theory to practice.	The work demonstrates a confident ability to link theory to practice.	The work demonstrates a sound ability to link theory to practice.	The work demonstrates a satisfactory ability to link theory to practice.	Theory to practice links are absent or inappropriately addressed.	It does not meet the criteria to pass because the work is mainly inaccurate or the meaning is unclear and incoherent.

Knowledge, Understanding and analysis	Demonstrates a thorough understanding of key facts with insightful discussion.	Demonstrates extensive understanding and exploration of the topic and discusses this coherently.	Demonstrates a very good understanding and exploration of the topic which is discussed in some depth.	Demonstrates a sound understanding of the subject matter of the assignment.	Demonstrates a general understanding and exploration of the topic and the issues raised by the question, but lacks detail.	Represents an inadequate, descriptive account with insufficient analysis present.	Level of work relating to knowledge and understanding of the assessed topic has failed to meet required standard in any aspect.
	Shows consistent evidence of independent and critical evaluation.	Demonstrates a highly competent, balanced evaluation of the issues. There is a sustained analytical approach.	Demonstrates a developing confident use of literature and theory to support key points.	There is sound exploration and evidence of using literature and theory to support key points; however some of the writing tends to be descriptive.	Many assertions and points are not adequately supported by evidence. Much of the writing is descriptive.	The assignment contains eclectic, irrelevant material that does not answer the question or relate directly to the topic.	Level of work relating to analysis of the assessed topic has failed to meet required standard in any aspect.
	Addresses all ethical issues, if appropriate.	Addresses all relevant ethical issues, if appropriate.	Includes reference to ethical issues, if appropriate.	Includes reference to ethical issues, if appropriate.	Does not address ethical issues adequately, if appropriate.	Ethical issues either not addressed or including concerns about the way this was done.	There are serious concerns about the lack of understanding and application of ethical issues

Evidence of Reading / Knowledge of	Evidence provided to back up the argument is based on an extensive range of high quality, academic sources. Shows some familiarity with leading edge literature in the field	Shows an ability to find and employ a very wide range of relevant recent sources - these may include books, book chapters, reports, journal articles and web sources	Shows an ability to find and employ a wide range of appropriate recent academic texts and articles relevant to the topic.	Has made reference to an adequate range of academic sources and has generally used them appropriately.	Has made reference to a limited range of sources, some of which are dated or inappropriate.	Reference to some dated and irrelevant source material is inadequate and unsatisfactory.	Reference to source material is absent throughout this assessment.
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Academic sources are employed critically and effectively to underpin the points.	Academic sources are employed very effectively and confidently to develop the argument.	Shows very sound ability to use texts effectively to develop the argument.	Shows some ability to use texts to support the main points of the argument	Shows limited or inconsistent use of sources to develop the argument.	Arguments are not supported by academic sources.	Arguments are personal and anecdotal with no reference to source material.
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Presentation and referencing	Highly fluent and engaging style. The presentation of the assessment is exceptionally academic and objective.	Fluent and engaging style. The presentation of the assessment is suitably academic and objective.	Clear presentation style which is objective and academic.	Generally clear style but presentation is not consistently objective and academic.	The presentation style is informal and not consistently academic.	Presentation style is not sufficiently formal and academic.	The presentation style does not meet the required standard.
	Paragraphs formed to make an exceptionally well presented assignment.	Paragraphs appropriately formed.	Paragraphs used consistently.	Mainly relevant use of paragraphing, with some inconsistency.	Limited use of relevant paragraphing.	The paragraphing is inappropriate.	Lack of paragraphing.
	No weaknesses in typography or grammar.	No weaknesses in typography or grammar.	Very few typographical and grammatical errors and they do not interfere with meaning.	Few typographical and grammatical errors and they do not interfere with meaning.	Some typographical and grammatical errors occasionally interfere with meaning.	Frequent typographical and grammatical errors that interfere with meaning.	Typographical and grammatical errors interfere with the meaning throughout.
	Citation within the text conforms to recommended (APA) referencing conventions.	Citation in the text conforms to single, recommended (APA) referencing conventions.	Citation in the text is consistent with recommended (APA) conventions with some minor errors.	Citation in the text generally consistent with recommended (APA) convention with some errors.	Citation in the text is only partially consistent with recommended (APA) convention and includes errors. There is reliance on the use of direct quotes from sources in the text.	Referencing format is generally inadequate and inconsistent.	Referencing format is not discernible.
	Reference list correctly formatted.	Reference list correctly formatted.	Reference list formatted correctly with some minor errors.	Reference list generally formatted correctly with some errors.	Reference list lacks consistency.	Inadequate reference list	Does not include a reference list.
	The presentation follows Programme Handbook's recommended font size, line spacing, formatting and length.	The presentation follows Programme Handbook's recommended font size, line spacing, formatting and length.	The presentation follows Programme Handbook's recommended font size, line spacing, formatting and length.	The presentation is generally consistent with the Programme Handbook's recommended font size, line spacing, formatting and length.	The presentation is partially consistent with the Programme Handbook's recommended font size, line spacing, formatting and length.	Does not meet the requirements of the presentation recommended in the Programme Handbook.	Does not meet the requirements of presentation recommended in the Handbook. .

	80+% Distinction level	70-79% Distinction level	60-69% Merit level	50-59% Pass level	40-49% Below threshold standard	0-39% Unsatisfactory work
Structure - scholarship	This work is outstanding in terms of scholarship.	The work demonstrates a very high level of scholarship.	The work demonstrates a high level of scholarship.	There are some scholarly elements.	There are few scholarly elements in this piece of work.	There is little evidence of scholarly elements in this piece of work.
Structure - ideas	It is very well-planned and structured, allowing a strong, coherent and persuasive development of ideas.	It is well-planned and structured, and offers clear, logical development of ideas.	It is generally well-planned and structured, so that the main ideas are effectively developed.	Some of the work is well structured, so some of the main ideas are developed.	A more appropriate organisation of material would have helped the development of the ideas.	The organisation, ideas and the structure of the assignment is unsatisfactory and inappropriate
Structure - issues	Issues are perceptively set out/identified and examined/answered	Issues are very clearly set out/identified and examined/answered	Issues are clearly set out/identified and examined/answered.	Issues are reasonably well set out/identified and examined/answered.	Issues are not clearly set out/identified and are not effectively examined/answered.	Issues are poorly set out/identified and are poorly examined/answered.
Structure - theory and practice	The work demonstrates an outstanding ability to relate theory to practice.	The work demonstrates a very high level of ability to relate theory to practice.	The work demonstrates a high level of ability to relate theory to practice.	The work demonstrates some ability to relate theory to practice.	The work does not adequately address theory practice links.	Theory practice links are absent or inappropriately addressed.
Argument - evidence	Demonstrates a full, systematic and perceptive analysis of the evidence appropriate to the subject matter.	Demonstrates a highly competent, critical and balanced evaluation and analysis of the evidence appropriate to the subject matter.	Demonstrates a critical understanding of the evidence appropriate to the subject matter.	Demonstrates a good understanding of the evidence appropriate to the subject matter, but lacks real consistency in this respect	Limited understanding of the evidence appropriate to the subject matter. .	Very limited understanding of the evidence appropriate to the subject matter.
Argument - ideas	Excellent ability to show how ideas are supported by/derived from the evidence.	Very good ability to show how ideas are supported by/derived from the evidence.	Ideas are generally well supported by/derived from the evidence presented.	Some assertions and points not adequately supported by the evidence presented.	Many assertions and points are not adequately supported by evidence.	The assignment contains disparate, irrelevant material that does not answer the question or relate directly to the topic.
Argument - analysis	The writing shows a strong insightful awareness and/or independent critical analysis.	Most of the writing shows very good analytical insight.	Much of the writing shows considerable analytic ability.	Some of the writing tends to be descriptive, with limited analysis.	Much of the writing is descriptive, with very limited analysis.	Represents an inadequate, descriptive account.
Argument - ethics	Where necessary, ethical issues have been thoroughly understood and addressed.	Where necessary ethical issues have been carefully addressed.	Where necessary, ethical issues have been addressed.	Where necessary, ethical issues have been generally well addressed.	Where necessary, ethical issues have not been appropriately addressed.	Where necessary, ethical issues have been largely ignored or overlooked.

Literature – range	Able to seek out, independently, an extensive range of sources, including leading edge literature in the field as well as key historical sources. This is likely to include a strong emphasis on academic, as well as, professional materials.	Able to find and employ a wide range of relevant recent/seminal sources. This is likely to include an emphasis on academic, as well as, professional materials.	Able to find and employ a range of appropriate recent/important sources. This is likely to include a professional and academic materials	Has made reference to an adequate but limited range of recent/important sources. This is likely to include professional and academic materials.	Has made reference to a limited range of sources, some of which are dated or inappropriate. Many sources are likely to be professional material.	Reference to source material is inadequate and unsatisfactory. Many of the sources are dated. Few if any journals are cited.
Literature-use	All materials employed in a consistently critical and effective manner to develop the argument.	All materials employed critically and effectively to develop the argument.	Materials treated critically throughout.	Some evidence of critical use of materials.	Shows limited or inconsistent evidence of critical understanding.	Very little evidence of critical understanding.
Literature-understanding	Familiarity with the main texts and articles ensures an excellent balance between breadth of research/issues discussed, and depth of important papers/evidence examined	Shows a close familiarity with the main texts and articles in the field.	Exhibits a sound grasp of main texts and articles relevant to the topic.	Shows a generally sound understanding of the main texts and articles relevant to the topic.	Shows weak understanding of some of the main texts and articles.	Shows weak understanding of the main texts and articles.
Presentatio n -referencing	Accurately conforms to APA referencing conventions.	Accurately conforms to APA referencing conventions.	Referencing format largely conforms to (APA conventions.	Referencing format generally conforms to APA conventions.	Referencing format only partially conforms to APA conventions.	Referencing format does not conform adequately to APA conventions.
Presentatio n- grammar	No weaknesses in typography or grammar.	No weaknesses in typography or grammar.	Very few typographical and grammatical errors and they do not interfere with meaning.	Few typographical and grammatical errors and they do not interfere with meaning.	Some typographical and grammatical errors occasionally interfere with meaning.	Frequent typographical and grammatical errors that interfere with meaning.
Presentatio n - style	A highly fluent and engaging academic style comparable to published work	Fluent, polished and engaging academic style.	Clear and engaging academic style.	Generally clear style but not consistently academic (e.g. some lapses into conversational spoken English)	The writing mixes formal and informal styles	The style of writing is mostly conversational