

JURISPRUDENCE MARKING RUBRIC

ASSESSMENT CRITERION	LEVEL					YOUR MARK
	EXCEEDS STANDARD	MEETS STANDARD	NEARLY MEETS STANDARD	BELOW STANDARD	LITTLE OR NO EVIDENCE	
Structure	<ul style="list-style-type: none"> The topic is clearly introduced. There is a decent conclusion. There is a causal link between the introduction and the conclusion. A clear point of view is evident. The content is integrated to form a logically cohesive whole. Essay is logically organised. Critical thinking skills are evident. 	<ul style="list-style-type: none"> The topic is clearly introduced. There is a decent conclusion. A clear point of view is evident. The content is integrated to form a logically cohesive whole. Essay is logically organised. 	<ul style="list-style-type: none"> Although the topic is clearly introduced, some uncertainties are present. There is a decent conclusion. There is no real causal link between the introduction and the conclusion. Essay somewhat digresses from the central idea. Ideas do not logically follow each other. 	<ul style="list-style-type: none"> The topic is not clearly/properly introduced. There is no decent/proper conclusion. No clear point of view is evident. Central point and flow of the essay is lost. Lacks organisation and continuity. 	<ul style="list-style-type: none"> The topic is not introduced. There is no conclusion. Ideas were unorganised and vague. No particular flow was followed. 	/20
	20 - 16	15 - 11	10 - 8	7 - 5	4 - 0	
Style	<ul style="list-style-type: none"> Writing is smooth, coherent and consistent. Sentences are strong and expressive. Written work has no errors in word selection and use. 	<ul style="list-style-type: none"> Written work is relatively free of errors in word selection and use. Writing is mostly smooth, coherent and consistent. Sentences are mostly strong and expressive. 	<ul style="list-style-type: none"> Vocabulary and word choices can be better. Sentences are varied and inconsistent with central idea. Inconsistency in vocabulary and word choices. 	<ul style="list-style-type: none"> At times, writing is hard to follow. Some grammar and spelling errors. Written work has several errors in word selection and use. Lacks creativity and focus. The student is not consistent in referencing. 	<ul style="list-style-type: none"> Writing is confusing and hard to follow Many grammar and spelling errors. Written work has serious and persistent errors in word selection and use. No real focus. The student does not reference statements. 	/20
	20 - 16	15 - 11	10 - 8	7 - 5	4 - 0	
Principles, application, criticism and responses	<ul style="list-style-type: none"> The essay fully describes key principles. The application of the principles to the facts shows evidence of critical thinking skills. All possible points of criticism (which show from the facts) are identified and responses thereto are considered. Real evidence of understanding of debate is present. 	<ul style="list-style-type: none"> The essay properly describes key principles. Key principles are properly applied to the facts. All possible points of criticism (which show from the facts) are identified and responses thereto are considered. 	<ul style="list-style-type: none"> The essay properly describes key principles. Key principles are mostly properly applied to the facts. Most of the possible points of criticism (which show from the facts) are identified and some responses thereto are considered. 	<ul style="list-style-type: none"> The essay mostly properly describes key principles. Key principles are only sometimes properly applied to the facts. Only some of the possible points of criticism (which show from the facts) are identified and some responses thereto are mostly not considered. 	<ul style="list-style-type: none"> The essay does not properly describes key principles. Key principles are not properly applied to the facts. Points of criticism are not identified. 	/30
	30 - 24	23 - 16	15 - 12	11 - 7	6 - 0	
Depth of discussion of subject	<ul style="list-style-type: none"> The topic is treated in depth and there is real evidence of critical thinking. 	<ul style="list-style-type: none"> The topic is treated in depth. 	<ul style="list-style-type: none"> The topic is mostly dealt with sufficiently to illustrate an understanding thereof. At times, explanations of important concepts are lacking. 	<ul style="list-style-type: none"> The topic is treated superficially. Explanation of key concepts are lacking. 	<ul style="list-style-type: none"> There is no real understanding of the topic. 	/20
	20 - 16	15 - 11	10 - 8	7 - 5	4 - 0	
Opinion	<ul style="list-style-type: none"> An opinion is expressed which is consistent with arguments already made and flows logically therefrom. Opinion is original and insightful. 	<ul style="list-style-type: none"> An opinion is expressed which is consistent with arguments already made and flows logically therefrom. 	<ul style="list-style-type: none"> An opinion is expressed which is not wholly consistent with arguments already made and does not flow entirely logically therefrom. 	<ul style="list-style-type: none"> An opinion is expressed which is unrelated to arguments already made or the relationship is not self-evident. 	<ul style="list-style-type: none"> No real opinion is expressed. 	/10
	10 - 9	8 - 7	6 - 5	4 - 3	2 - 0	
TOTAL						/100