JURISPRUDENCE MARKING RUBRIC

ASSESSMENT CRITERION	LEVEL					
	EXCEEDS STANDARD	**MEETS STANDARD**	**NEARLY MEETS STANDARD**	**BELOW STANDARD**	**LITTLE OR NO EVIDENCE**	**YOUR MARK**
Structure	• 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.	• 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.	• 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.	• 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.	• The topic is not introduced. • There is no conclusion. • Ideas were unorganised and vague. • No particular flow was followed.	
	20 - 16	**15 - 11**	**10 - 8**	**7 - 5**	**4 - 0**	/20
Style	• Writing is smooth, coherent and consistent. • Sentences are strong and expressive. • Written work has no errors in word selection and use.	• Written work is relatively free of errors is word selection and use. • Writing is mostly smooth, coherent and consistent. • Sentences are mostly strong and expressive.	• Vocabulary and word choices can be better. • Sentences are varied and inconsistent with central idea. • Inconsistency in vocabulary and word choices.	• 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.	• 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 - 16	**15 - 11**	**10 - 8**	**7 - 5**	**4 - 0**	/20
Principles, application, criticism and responses	• 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.	• 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.	• 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.	• 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.	• The essay does not properly describes key principles. • Key principles are not properly applied to the facts. • Points of criticism are not identified.	
	30 - 24	**23 - 16**	**15 - 12**	**11 - 7**	**6 - 0**	/30
Depth of discussion of subject	• The topic is treated in depth and there is real evidence of critical thinking.	• The topic is treated in depth.	• The topic is mostly dealt with sufficiently to illustrate an understanding thereof. • At times, explanations of important concepts are lacking.	• The topic is treated superficially. • Explanation of key concepts are lacking.	• There is no real understanding of the topic.	
	20 - 16	**15 - 11**	**10 - 8**	**7 - 5**	**4 - 0**	/20
Opinion	• An opinion is expressed which is consistent with arguments already made and flows logically therefrom. • Opinion is original and insightful.	• An opinion is expressed which is consistent with arguments already made and flows logically therefrom.	• An opinion is expressed which is not wholly consistent with arguments already made and does not flow entirely logically therefrom.	• An opinion is expressed which is unrelated to arguments already made or the relationship is not self-evident.	• No real opinion is expressed.	
	10 - 9	**8 - 7**	**6 - 5**	**4 - 3**	**2 - 0**	/10
TOTAL						**/100**