

Rubriek wat die Center for Graduate Support van die Universiteit van die Vrystaat gebruik om die gehalte van akademiese skryfwerk te beoordeel

CRITERIA	EXCEPTIONAL	COMPETENT	MARGINAL	BELOW EXPECTATION
<p>Conceptualisation/Content /Ideas</p> <p>Identifies and articulates the main idea(s) or issues(s) in a way that is appropriate for the audience, research, context, and purpose of the paper.</p>	<p>Identifies and articulates the main ideas/issues as appropriate with <i>exceptional</i> depth and clarity for full understanding with no ambiguities.</p>	<p>Identifies and articulates the main ideas/issues as appropriate with <i>sufficient</i> depth and clarity. Ambiguities and omissions do not seriously impede understanding.</p>	<p>Identifies and articulates the main ideas/issues within context with <i>some</i> depth and clarity. Ambiguities and omissions impede understanding.</p>	<p><i>Insufficiently</i> identifies and articulates the main ideas/issues. Lack of depth and clarity impede understanding.</p>
<p>Analysis/Evaluation</p> <p>Determines essential components and characteristics of the idea(s) or issue(s) while considering connections and significance.</p>	<p>Examines information in a <i>highly</i> logical and accurate manner and <i>extensively</i> exposes relationships, causalities, and importance of the ideas/issues.</p>	<p>Examines information in a <i>mostly</i> logical and accurate manner and <i>sufficiently</i> exposes relationships, causalities, and importance of the ideas/issues.</p>	<p>Examines information in a <i>somewhat</i> logical and accurate manner and <i>insufficiently</i> exposes relationships, causalities, and importance of the ideas/issues.</p>	<p>Examines information in an illogical and inaccurate manner and <i>fails</i> to expose relationships, causalities, and importance of the ideas/issues.</p>
<p>Synthesis/Support</p> <p>Integrates key concepts from research and analyses in a coherent manner to form a cohesive response.</p>	<p><i>Consistently</i> incorporates analyses with other information/research to connect key concepts in a <i>highly</i> coherent manner.</p>	<p><i>Usually</i> incorporates analyses with other information/research to connect key concepts in a <i>mostly</i> coherent manner.</p>	<p><i>Occasionally</i> incorporates analyses with other information/research to connect key concepts in a <i>partially</i> coherent manner.</p>	<p><i>Rarely or never</i> incorporates analyses with other information/research to connect key concepts. Work is incoherent.</p>
<p>Conclusion/Implications</p> <p>Formulates a new perspective or position based upon consequences for practice, policy and/or the need for future study.</p>	<p>Forms a conclusion in a <i>highly</i> effective manner demonstrating an original, well-reasoned, and justifiable perspective(s) that <i>extensively</i> considers potential implications.</p>	<p>Forms a conclusion in a <i>mostly</i> effective manner demonstrating an original, well-reasoned, and justifiable perspective(s) that <i>sufficiently</i> considers potential implications.</p>	<p>Forms a conclusion in a <i>partially</i> effective manner demonstrating weakness in originality, reasoning, and justifiable perspective(s) that <i>insufficiently</i> considers potential implications.</p>	<p>Forms a conclusion in an ineffective manner. Lacks an original, well-reasoned, or justifiable perspective(s) with no consideration of potential implications.</p>

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<p>Selection/Retrieval</p> <p>Chooses appropriate resources identified through online searches and critically assesses the quality of the information to the relevance of the research topic.</p>	Displays <i>thorough</i> evidence that information sources were chosen and assessed according to the relevance of the research topic.	Displays <i>mostly complete</i> evidence that information sources were chosen and assessed according to the relevance of the research topic.	Displays <i>incomplete</i> evidence that information sources were chosen and assessed according to the relevance of the research topic.	Displays <i>very little or no</i> evidence that information sources were chosen and assessed according to the relevance of the research topic.
<p>Organisation</p> <p>Uses logical sequencing as required of the research topic to develop the main ideas and content.</p>	Uses <i>highly</i> logical sequencing including introduction, transitions between paragraphs, and summary/conclusion to <i>fully</i> develop the main idea(s) and content.	Uses <i>mostly</i> logical sequencing including introduction, transitions between paragraphs, and summary / conclusion to <i>generally</i> develop the main idea(s) and content.	Uses <i>partially</i> logical sequencing. Makes inadequate use of introduction, transitions between paragraphs and/or summary / conclusion. Main idea(s) and content are <i>incompletely</i> developed.	Uses <i>little or no</i> logical sequencing. Lacks introduction, transitions between paragraphs and / or summary / conclusion. Main idea(s) and content are <i>undeveloped</i> .
<p>Writing mechanics</p> <p>Uses wording, grammar, spelling and punctuation accurately and correctly.</p>	Contains <i>no</i> errors in grammar, spelling and punctuation; any errors in writing mechanics and word usage do not interfere with reading the message.	Demonstrates <i>some</i> errors in grammar, spelling, punctuation and / or word usage that <i>somewhat</i> interfere with reading the message.	Demonstrates <i>numerous</i> errors in grammar, spelling, punctuation and / or word usage. These errors distract from the reading and weaken the message.	Demonstrates <i>excessive</i> errors in grammar, spelling, punctuation and word usage. These errors display an inability to communicate the message.
<p>Referencing style compliance</p> <p>All in-text citations and reference list formatted correctly and consistently.</p>	Employs <i>highly accurate</i> referencing style.	Employs <i>mostly accurate</i> referencing style.	Employs <i>mostly inaccurate</i> referencing style.	Employs <i>little or no</i> referencing style.