

# MGC1010 Assessment and Feedback Rubric for Assessment Task 2: Essay (Semester 1, 2017)

Student name and ID number: \_\_\_\_\_

Name of assessor: \_\_\_\_\_

**Note that each criteria do not carry equal weights**

|                                   | N                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | P                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | HD |
|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Understanding of the task         | <input type="checkbox"/> Essay not submitted within acceptable limits of due date <u>or</u> style <u>or</u> word limit.<br><input type="checkbox"/> The changing environment and relevance of management are not well understood <u>and/or</u> are not linked to the work of modern managers or organisational example.<br><input type="checkbox"/> <b>No reference list.</b>                                                                                                                                         | <input type="checkbox"/> Essay submitted within acceptable limits of due date but some aspects of style not met.<br><input type="checkbox"/> The changing environment and relevance of management have been addressed but connections to the work of modern managers and/or organisational example are lacking.                                                                                                                                                                                                  | <input type="checkbox"/> Essay submitted on time and generally adheres to style and word limit outlined in unit guide.<br><input type="checkbox"/> The changing environment and relevance of management have been addressed and linked to the work of modern managers using an organisational example.                                                                                                                                                                                                                                      | <input type="checkbox"/> Essay submitted on time and precisely adheres to style and word limit outlined in unit guide.<br><input type="checkbox"/> The changing environment and relevance of management have been discussed and insightfully linked to the work of modern managers using an organisational example.                                                                                                                                                                                                                                                                              |    |
| Choice of readings                | <input type="checkbox"/> Has not used the required independently sourced academic articles (beyond Unit Weekly Reading List).                                                                                                                                                                                                                                                                                                                                                                                         | <input type="checkbox"/> Has used the required independently sourced academic articles (beyond Unit Weekly Reading List), at a basic level.                                                                                                                                                                                                                                                                                                                                                                      | <input type="checkbox"/> Has used the required independently sourced academic articles (beyond the Unit Weekly Reading List) reasonably well.                                                                                                                                                                                                                                                                                                                                                                                               | <input type="checkbox"/> Has used the required independently sourced academic articles (beyond the Unit Weekly Reading List) insightfully.                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |
| Critical analysis and evaluation  | <input type="checkbox"/> Two elements of the environment are not identified. Little evidence of analysis.<br><input type="checkbox"/> Linkages and discussions around the relevance of management not present.<br><input type="checkbox"/> Very little or no attempt to compare or contrast ideas, theories or examples.                                                                                                                                                                                              | <input type="checkbox"/> Two elements of the environment are discussed <u>but</u> analysis is lacking.<br><input type="checkbox"/> Linkages and discussions around the relevance of management at a basic level.<br><input type="checkbox"/> Little attempt to compare or contrast ideas, theories and examples.                                                                                                                                                                                                 | <input type="checkbox"/> Two elements of the environment are analysed.<br><input type="checkbox"/> Linkages and discussions around the relevance of management assist to clarify concepts.<br><input type="checkbox"/> Some comparison of ideas, theories and examples are used to clarify author's own opinion.                                                                                                                                                                                                                            | <input type="checkbox"/> Two elements of the environment are critically analysed.<br><input type="checkbox"/> Linkages and discussions around the relevance of management are well selected and assist to clarify concepts.<br><input type="checkbox"/> Comparison of ideas, theories and examples convey and support author's own opinion.                                                                                                                                                                                                                                                      |    |
| Coherency                         | <input type="checkbox"/> Introduction contains inadequate background information on the two environmental elements and management approaches. Thesis statement, scope and structure of analysis are unclear or not present.<br><input type="checkbox"/> Paragraphs lack structure and/or address multiple argumentative points.<br><input type="checkbox"/> The argument presented lacks logical cohesion.<br><input type="checkbox"/> Conclusion is absent or does not adequately address main argumentative points. | <input type="checkbox"/> Introduction contains some background information on the two environmental elements and on management approaches, but thesis statement, scope and structure of analysis are somewhat unclear.<br><input type="checkbox"/> Paragraph structure is sometimes indistinct and/or may address more than one argumentative point.<br><input type="checkbox"/> The argument is somewhat logical but lacks cohesion.<br><input type="checkbox"/> Conclusion recounts main argumentative points. | <input type="checkbox"/> Introduction contains relevant background information on the two environmental elements and on management approaches, thesis statement and outlines the scope and structure of analysis.<br><input type="checkbox"/> Paragraphs are clearly structured and explore one main argumentative point.<br><input type="checkbox"/> The argument presented is logical and relatively cohesive.<br><input type="checkbox"/> Conclusion clearly recounts main argumentative points and links these to the thesis statement. | <input type="checkbox"/> Introduction contains background information and significance of the two environmental elements and management approaches, clear thesis statement, and outlines the scope and structure of analysis.<br><input type="checkbox"/> Paragraphs are well structured and deeply explore one main argumentative point.<br><input type="checkbox"/> The argument presented is convincing, logical and cohesive throughout.<br><input type="checkbox"/> Conclusion clearly recounts main argumentative points and logically links these to each other and the thesis statement. |    |
| Arguments and supporting evidence | <input type="checkbox"/> No analysis and evaluation of evidence.<br><input type="checkbox"/> Arbitrary <u>or</u> excessive use of quotations and/or poor attempt to paraphrase ideas.<br><input type="checkbox"/> Supportive evidence is lacking or absent.<br><input type="checkbox"/> Argument poorly constructed from other authors' ideas.<br><input type="checkbox"/> No definitions of key terms.                                                                                                               | <input type="checkbox"/> Analysis and evaluation of evidence not well demonstrated.<br><input type="checkbox"/> Arbitrary or excessive use of quotations and/or some ability to paraphrase ideas.<br><input type="checkbox"/> Supportive evidence is sometimes lacking.<br><input type="checkbox"/> Argument lacks evidence of writer's opinion.                                                                                                                                                                 | <input type="checkbox"/> Analysis and evaluation of evidence is intermittently expressed.<br><input type="checkbox"/> Selection of relevant quotations and/or reasonable ability to paraphrase ideas.<br><input type="checkbox"/> Supportive evidence is provided for each main argumentative point.<br><input type="checkbox"/> Writer's opinion is intermittently present.                                                                                                                                                                | <input type="checkbox"/> Analysis and evaluation of evidence expressed throughout.<br><input type="checkbox"/> Careful selection of quotations and excellent ability to paraphrase ideas.<br><input type="checkbox"/> Supportive evidence is well selected and convincing for each main argumentative point.<br><input type="checkbox"/> Writer's opinion clear and present throughout.                                                                                                                                                                                                          |    |
| Written communication             | <input type="checkbox"/> Lay language and tone used.<br><input type="checkbox"/> Excessive spelling, grammar and/or punctuation errors.                                                                                                                                                                                                                                                                                                                                                                               | <input type="checkbox"/> Academic vocabulary and tone specific to the field of Management intermittently used.<br><input type="checkbox"/> Some spelling, grammar and/or punctuation errors.                                                                                                                                                                                                                                                                                                                     | <input type="checkbox"/> Academic vocabulary and tone specific to the field of Management consistently used.<br><input type="checkbox"/> A few spelling, grammar or punctuation errors.                                                                                                                                                                                                                                                                                                                                                     | <input type="checkbox"/> Highly developed range of academic vocabulary and tone specific to the field of Management.<br><input type="checkbox"/> Very few spelling, grammar or punctuation errors.                                                                                                                                                                                                                                                                                                                                                                                               |    |
| Citing and referencing            | <input type="checkbox"/> Significant errors in use of APA 6 <sup>th</sup> style.                                                                                                                                                                                                                                                                                                                                                                                                                                      | <input type="checkbox"/> Some errors in use of APA 6 <sup>th</sup> style.                                                                                                                                                                                                                                                                                                                                                                                                                                        | <input type="checkbox"/> Mostly correct use of APA 6 <sup>th</sup> style.                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <input type="checkbox"/> Correct use of APA 6 <sup>th</sup> style.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |

|                                                                                                                                      |                                            |
|--------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| <b>A <u>significant</u> penalty has been applied and <u>may result in an N</u> grade because you did not ...</b>                     | <b>Assessor to indicate as appropriate</b> |
| <b>Use the academic references as advised</b>                                                                                        |                                            |
| <b>Submit a reference list</b>                                                                                                       |                                            |
| Meet the word limit requirements (acceptable limits are 10% under or over)                                                           |                                            |
| Use the APA 6 <sup>th</sup> style for citing and referencing ( <u>do not</u> use footnotes)                                          |                                            |
| Avoid using a report style format with multiple side headings or sub-headings (essay heading and "Reference List" heading permitted) |                                            |
| Meet the requirement of having a Turnitin similarity score of 25% and below                                                          |                                            |
| Present sufficient argument to justify your position (at least 60% of the essay should support your stance)                          |                                            |

|                                                                        |                                            |
|------------------------------------------------------------------------|--------------------------------------------|
| <b>A <u>minor</u> penalty has been applied because you did not ...</b> | <b>Assessor to indicate as appropriate</b> |
| Use double-spacing                                                     |                                            |
| Utilise page numbers for your essay                                    |                                            |
| Use Times New Roman or Arial 12-point font                             |                                            |
| Leave a margin of at least 2.5cm on all sides of the pages             |                                            |

Please see a **Librarian** for assistance with:

☒ evaluating sources

☒ citing and referencing

Please see a **Learning Skills Advisor** for tips about:

☒ task analysis

☒ academic writing

☒ structuring your work

☒ critical analysis

☒ synthesis of multiple sources

☒ developing an argument

**Library Drop-in Sessions:** <http://monash.edu/library/skills/resources/programs/drop-in.html>

| <b>Monash University Grade Descriptors</b> |                                                                                                                                                                                                                                                                                                                | <b>Overall Grade</b> |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| High Distinction<br>80-100 HD              | Exceptionally clear understanding of subject matter and appreciation of issues; clearly and logically organised with excellent presentation. Addresses all of the assessment criteria to a very high standard. Evidence of insight and originality where appropriate.                                          |                      |
| Distinction<br>70-79 D                     | Strong grasp of subject matter and appreciation of key issues; addresses all the assessment criteria, with several criteria addressed to a high standard; clearly and logically organised with good presentation. Evidence of solid work.                                                                      |                      |
| Credit<br>60-69 C                          | Competent understanding of subject matter and appreciation of most of the main issues; addresses most of the assessment criteria reasonably well. Competent organisation and presentation.                                                                                                                     |                      |
| Pass<br>50-59 P                            | Satisfactory. Demonstrates appreciation of subject matter and issues. Addresses most of the assessment criteria adequately but may lack in depth and breadth. Often work of this grade demonstrates only basic comprehension or competency. Work of this grade may be poorly structured and presented.         |                      |
| Fail<br>0-49 N                             | Unsatisfactory. Evidence of lack of understanding of subject, minimal or inadequate comprehension and does not address the assessment criteria. Work is often inadequate in depth and breadth and sometimes incomplete or irrelevant; lack of care and thought in organising, presenting and structuring work. |                      |