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| Purpose: Evaluation of written assignments. **CRITERIA**  | **BELOW STANDARDS**  | **MEETS STANDARDS**  | **EXCEEDS STANDARDS**  |
| 1. **Clarity of Purpose** Is the main argument obvious throughout?  | The argument is missing, incompletely expressed, unclear, too broad, awkwardly organized or irrelevant to the issue. **Insert feedback:**  | The argument is clear and supportable and establishes a point of view clearly linked to the issue. The central idea and clarity of purpose are generally evident throughout the assignment. **Insert feedback:**  | The argument is exceptionally clear, concise and persuasive. The central idea and clarity of purpose are evident and sustained throughout the assignment. **Insert feedback:**  |
| 2. Organization Is the structure clear and effective?  | Logical flow of ideas is interrupted, broken, or non-existent. Writer’s thoughts are difficult to follow throughout; transitions are not used, abrupt, confusing, or unclear. Paragraph structure/arrangement of ideas is haphazard or only marginally related to argument. Digressions and irrelevancies consistently distract the reader from the flow of the argument. The evidence supporting the argument is weak, inconsistent or inappropriately used. In-text citations and bibliography entries are missing, incorrectly formatted or inaccurate. **Insert feedback:**  | Assignment has a sound organizational structure throughout. Adequate transitions guide the reader within and between paragraphs and/or ideas. Paragraph structure/arrangement of ideas is solid and easy to follow. Digressions and irrelevancies, if present, are rare and do not significantly distract from the argument flow. The argument draws upon a strong body of generally appropriate and responsibly used evidence. In-text citations and bibliography entries are present and generally correctly formatted and accurate. **Insert feedback:**  | Assignment is remarkably clear and inherently logical in structure; reader can follow the argument with ease from introduction to conclusion. Transitions smoothly link ideas within and between paragraphs and ideas. Paragraphs and ideas are tightly constructed and each focuses on one central idea. Assignment is free of digressions and irrelevancies. The argument draws upon a very strong body of appropriate and responsibly used evidence. Correctly formatted in-text citations and bibliography entries are present and accurate. **Insert feedback:**  |
| 3. **Communication Effectiveness** Are all ideas understood?  | Contains errors in spelling, punctuation, capitalization, sentence structure, and/or word choice that interfere with communication. Does not adequately demonstrate highly developed specialist communication skills to present, explain and/or critique highly complex matters. **Insert feedback:**  | Demonstrates sound command of standard written English. Is generally correct and well written. Contains no persistent errors in grammar, mechanics, or word choice. Generally demonstrates highly developed specialist communication skills to present, explain  | Displays exceptional command of standard written English. Includes well-crafted sentences and reflects superb word choice; analogies and figures of speech are precisely used, with maximum impact. Consistently demonstrates highly developed specialist communication skills to present, explain and/or  |

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| and/or critique highly complex matters. **Insert feedback:**  | critique highly complex matters. **Insert feedback:**  |
| 4. **Demonstrated Ability to Analyze, Synthesize and Evaluate Complex Issues** Has all information been effectively used to develop solutions?  | Fails to clearly demonstrate higher order thinking and learning sufficient to analyze complex issues in uncertain environments. Does not adequately demonstrate a critical awareness of comprehensive, highly specialized knowledge and advanced planning and problem solving skills. **Insert feedback:**  | Demonstrates higher order thinking to the analysis level. Demonstrates the ability to analyze complex information concerning issues in uncertain environments. Generally demonstrates a critical awareness of comprehensive, highly specialized knowledge and advanced planning and problem solving skills. **Insert feedback:**  | Demonstrates higher order thinking to the evaluation level. Clearly demonstrates the ability to synthesize new information concerning complex issues in uncertain environments. Consistently demonstrates a critical awareness of comprehensive, highly specialized knowledge and advanced planning and problem solving skills. **Insert feedback:**  |
| 5. **Autonomy, Responsibility and Self-Awareness** Is it within QFEmirates Masters - Level 9 Standard?  | Does not adequately demonstrate autonomy and take responsibility for managing a learning process that is highly complex, unpredictable and unfamiliar, and requires new strategic approaches. Does not adequately demonstrate the ability to analyze and reflect on socio-cultural assumptions, norms and values. **Insert feedback:**  | Generally demonstrates autonomy and takes responsibility for managing a learning process that is highly complex, unpredictable and unfamiliar, and requires new strategic approaches. Generally demonstrates the ability to analyze and reflect on socio-cultural assumptions, norms and values. **Insert feedback:**  | Consistently demonstrates autonomy and takes responsibility for managing a learning process that is highly complex, unpredictable and unfamiliar, and requires new strategic approaches. Consistently demonstrates the ability to analyze and reflect on socio-cultural assumptions, norms and values. **Insert feedback:**  |