

Religious Studies: Essay Rubric

The purpose of this rubric is to provide teachers with a set of criteria and descriptors that can be tailored to meet the requirements of a particular assessment task designed as part of a Tertiary Course.

Name of Unit:

Teacher:

Moderator/s

Year Group:

Student ID: _____

Date Assessment issued:

Due Date of assignment:

Assessment Criteria (Course Frame Work)							
Meets Deadlines	Yes				No		
	Specific Criteria	These criteria reflect the following grades					
		A	B	C	D	E	Not Evident
Knowledge of religious traditions and how different traditions relate to each other	<i>Accuracy</i>	Delivers highly detailed, appropriate and accurate information	Delivers appropriate and accurate information	Delivers appropriate information	Delivers information which is limited in appropriateness and/or accuracy	May deliver information which is personally relevant and/or topical	
	<i>Definition of terms</i>	Defines all key terms accurately and in detail	Defines all key terms accurately	Defines most key terms accurately	Uses basic definitions and/or identifies some terms	May identify some terms in simplistic ways	
	<i>Breadth of knowledge</i>	Extensive, accurate identification of all key concepts	Comprehensive identification of all key concepts	Identifies most key concepts	Identifies some concepts	Basic identification of some concepts	
Understanding of the fundamental characteristics of religious experience and expression	<i>Grasp of fundamental concepts in relation to the topic</i>	Demonstrates highly perceptive and reflective understanding of key concepts and issues	Demonstrates clear reflective understanding of the key concepts and issues	Demonstrates clear understanding of key concepts and/or issues	Demonstrates limited understanding of key concepts and/or issues	Demonstrates only simple concepts and/or issues	
	<i>Appropriate application and interpretation of knowledge</i>	Displays clear insight, empathy and/or innovation in applying appropriate knowledge	Displays insight, empathy and/or innovation in applying appropriate knowledge	Displays some insight in applying and interpreting appropriate knowledge	Displays limited application and interpretation of appropriate knowledge	Describes and/or repeats information	
Critical appraisal of values and their application to contemporary issues	<i>Depth of argument and critical analysis</i>	Advances and sustains a complex argument	Advances and sustains an effective argument	Advances a sound argument	Advances simple argument/s	Favours concrete and basic statements	
	<i>Synthesis: the ability to integrate the key concepts relevant to the task</i>	Achieves a sophisticated and complex synthesis of key concepts	Achieves a detailed synthesis of key concepts	Achieves a synthesis of key concepts	Attempts to include key concepts	Repeats received points of view	
	<i>Objectivity</i>	Maintains objectivity throughout	Generally maintains objectivity	Partially sustains objectivity	Limited evidence of objectivity	Presents all evidence from a personal perspective with no critical appraisal	

Effective inquiry skills using a variety of resources and technologies	<i>Breadth and depth of resources</i>	Makes informed and apt selection using an extensive range of appropriate resources that extend beyond in-class material	Makes informed and apt selection using a range of appropriate resources that extend beyond in-class material	Makes informed and apt selection from familiar sources	Selects some simple, familiar resources	Selects simple and few resources	
	<i>Evidence and Referencing</i>	Extensively acknowledges and references all ideas and quotes	Fully references most ideas and quotes	Fully references some ideas and quotes	Partially references ideas and quotes	Little evidence of referencing	
	<i>Bibliography</i>	Accurately uses the approved College Bibliographic style	Uses the approved College Bibliographic style with few errors	Uses the approved College Bibliographic style with errors	Presents an inaccurate bibliography	Presents a bibliography with significant errors	
Effective communication using a range of modes in a variety of situations	Extended Writing						
	<i>Technical Accuracy (Command of the technical aspects of language)</i>	Writes with totally accurate, concise, mature expression	Writes with accurate and mature expression	Writes accurately with few spelling and grammatical errors	Writes with partial accuracy	Makes spelling and grammatical errors which obscure meaning	
	<i>Achievement of essay style and structure; organisation of ideas</i>	Demonstrates high levels of organisation and flexible application of essay style and structure	Communicates findings with clarity and independence of expression and a sense of audience	Writes purposefully and with a sense of appropriate style and structure	Achieves partial organisation of ideas with some sense of appropriate style	Employs an inappropriate style or structure	
<i>Capacity to exchange ideas and convey a point of view</i>	Expresses original ideas confidently and independently, with a strong sense of audience	Expresses original ideas with clarity, independence and a sense of audience	Expresses general ideas with basic clarity and a sense of audience	Expresses some ideas and points of view with little sense of audience	Expresses few ideas and points of view with no sense of audience		

Definition of terms:

Essay: a written extended response, the product of either independent or supervised research that may be presented as either an **in-class response** or a **fully prepared researched response**.

Essay style and structure: a coherent and objectively written discussion of several aspects of an issue, organised by an introductory paragraph supported by several others which discuss and make reference to evidence from a number of relevant sources, and a concluding paragraph which sums up and presents some resolution to the issue under discussion.

Sense of Audience: Responsiveness to an intended readership

COMMENT:

Score:

Rank:

Religious Studies: Generic Rubric

The purpose of this rubric is to provide teachers with a set of criteria and descriptors that can be tailored to meet the requirements of a particular assessment task designed as part of a Tertiary Course.

Name of Unit:

Teacher:

Moderator/s

Year Group:

Student ID: _____

Date Assessment issued:

Due Date of assignment:

Assessment Criteria (Course Frame Work)							
Meets Deadlines	Yes			No			
	Specific Criteria	These criteria reflect the following grades					
		A	B	C	D	E	Not Evident
Knowledge of religious traditions and how different traditions relate to each other	<i>Accuracy</i>	Delivers highly detailed, appropriate and accurate information	Delivers appropriate and accurate information	Delivers appropriate information	Delivers information which is limited in appropriateness and/or accuracy	May deliver information which is personally relevant and/or topical	
	<i>Definition of terms</i>	Defines all key terms accurately and in detail	Defines all key terms accurately	Defines most key terms accurately	Uses basic definitions and/or identifies some terms	May identify some terms in simplistic ways	
	<i>Breadth of knowledge</i>	Extensive, accurate identification of all key concepts	Comprehensive identification of all key concepts	Identifies most key concepts	Identifies some concepts	Basic identification of some concepts	
Understanding of the fundamental characteristics of religious experience and expression	<i>Grasp of fundamental concepts in relation to the topic</i>	Demonstrates highly perceptive and reflective understanding of key concepts and issues	Demonstrates clear reflective understanding of the key concepts and issues	Demonstrates clear understanding of key concepts and/or issues	Demonstrates limited understanding of key concepts and/or issues	Demonstrates only simple concepts and/or issues	
	<i>Appropriate application and interpretation of knowledge</i>	Displays clear insight, empathy and/or innovation in applying appropriate knowledge	Displays insight, empathy and/or innovation in applying appropriate knowledge	Displays some insight in applying and interpreting appropriate knowledge	Displays limited application and interpretation of appropriate knowledge	Describes and/or repeats information	
Critical appraisal of values and their application to contemporary issues	<i>Depth of argument and critical analysis</i>	Advances and sustains a complex argument	Advances and sustains an effective argument	Advances a sound argument	Advances simple argument/s	Favours concrete and basic statements	
	<i>Synthesis: the ability to integrate the key concepts relevant to the task</i>	Achieves a sophisticated and complex synthesis of key concepts	Achieves a detailed synthesis of key concepts	Achieves a synthesis of key concepts	Attempts to include key concepts	Repeats received points of view	
	<i>Objectivity</i>	Maintains objectivity throughout	Generally maintains objectivity	Partially sustains objectivity	Limited evidence of objectivity	Presents all evidence from a personal perspective with no critical appraisal	

Effective inquiry skills using a variety of resources and technologies	<i>Breadth and depth of resources</i>	Makes informed and apt selection using an extensive range of appropriate resources that extend beyond in-class material	Makes informed and apt selection using a range of appropriate resources that extend beyond in-class material	Makes informed and apt selection from familiar sources	Selects some simple, familiar resources	Selects simple and few resources	
	<i>Evidence and Referencing</i>	Extensively acknowledges and references all ideas and quotes	Fully references most ideas and quotes	Fully references some ideas and quotes	Partially references ideas and quotes	Little evidence of referencing	
	<i>Bibliography</i>	Accurately uses the approved College Bibliographic style	Uses the approved College Bibliographic style with few errors	Uses the approved College Bibliographic style with errors	Presents an inaccurate bibliography	Presents a bibliography with significant errors	
Effective communication using a range of modes in a variety of situations	Orals						
	<i>Mode of delivery (voice – projection, clarity, fluency)</i>	Audible, highly articulate, confident, well paced and modulated	Audible, articulate and confident	audible and articulate	Some command of voice technique	Limited command of voice technique	
	<i>Supporting Materials</i>	Uses innovative, stimulating and appropriate materials	Uses stimulating and appropriate materials	Uses appropriate support materials	Uses support material that may be appropriate	Makes limited use of support material	
	<i>Engagement (devices include eye contact, body language, activities, etc)</i>	Uses appropriate and creative devices with flexible and expert management	Uses appropriate and creative devices with purposeful management	May rely on reading material but uses appropriate devices with competent management	Relies heavily on reading material with some appropriate devices	Relies totally on reading material with some use of devices	Relies totally on reading material
	Creative response						
	<i>Creative interpretation</i>	Demonstrates highly artistic, innovative, fluent interpretation and representation of the theme	Demonstrates fluent artistic and innovative interpretation and representation of the theme	Demonstrates artistic interpretation and representation of the theme	Demonstrates some artistic interpretation and/or representation of the theme	Shows little evidence of artistic interpretation or representation of the theme	
	<i>Technical aspects of the medium: Control of the mode of expression</i>	Demonstrates consistently strong, purposeful cohesive and confident control	Demonstrates purposeful and cohesive control	Demonstrates purposeful control	Demonstrates partial control	Demonstrates little control	
	<i>Effective links between the rationale and the mode of expression</i>	Sustains imaginative, extensive, fluent links	Sustains fluent links	Sustains links	Achieves partial or inappropriate links	Difficult to discern links	

	<i>Capacity to express ideas and convey a point of view</i>	Expresses original ideas confidently and independently, with a strong sense of audience	Expresses original ideas with clarity, independence and a sense of audience	Expresses general ideas with basic clarity and a sense of audience	Expresses some ideas and points of view with little sense of audience	Expresses few ideas and points of view with no sense of audience	
Extended Writing							
	<i>Technical Accuracy (Command of the technical aspects of language)</i>	Writes with totally accurate, concise, mature expression	Writes with accurate and mature expression	Writes accurately with few spelling and grammatical errors	Writes with partial accuracy	Makes spelling and grammatical errors which obscure meaning	
	<i>Achievement of essay style and structure; organisation of ideas</i>	Demonstrates high levels of organisation and flexible application of essay style and structure	Communicates findings with clarity and independence of expression and a sense of audience	Writes purposefully and with a sense of appropriate style and structure	Achieves partial organisation of ideas with some sense of appropriate style	Employs an inappropriate style or structure	
	<i>Capacity to exchange ideas and convey a point of view</i>	Expresses original ideas confidently and independently, with a strong sense of audience	Expresses original ideas with clarity, independence and a sense of audience	Expresses general ideas with basic clarity and a sense of audience	Expresses some ideas and points of view with little sense of audience	Expresses few ideas and points of view with no sense of audience	
Collaborative Presentation							
	<i>Collaborative presentation (Integration and coherence of presentation)</i>	Demonstrates sophisticated, coherent, imaginative integration	Demonstrates coherent, purposeful integration	Demonstrates coherent integration	Demonstrates partial or inappropriate integration	Demonstrates little evidence of integration	
	<i>Development process (effective communication within the group)</i>	Provides consistent and strong evidence of sustained, meaningful collaboration	Provides consistent evidence of meaningful collaboration	Provides evidence of collaboration	Provides limited evidence of collaboration	Provides little evidence of collaboration	
	<i>Individual evidence of engagement with the task (research notes and fielding questions)</i>	Provides comprehensive summary notes: Fields questions strongly and accurately	Provides accurate summary notes: Fields questions accurately	Provides summary notes: Fields questions	Provides some summary notes: Attempts to field questions	Provides few notes: Does not field questions	

Definition of terms:

Creative interpretation: an original piece of work expressed in any of the following *modes of expression* that are any of, but not limited to, the following types of creative work: poem, drama script, story, song, movement, power point presentation, photograph/s, painting, drawing, collage, 3-D visual representation, etc

Technical aspects of medium: The technical aspects of a composition such as use of colour, brush technique, execution of dance movements, English expression and control of language, photographic techniques, video editing, etc

Essay: a written extended response, the product of either independent or supervised research that may be presented as either an **in-class response** or a **fully prepared researched response**.

Essay style and structure: a coherent and objectively written discussion of several aspects of an issue, organised by an introductory paragraph supported by several others which discuss and make reference to evidence from a number of relevant sources, and a concluding paragraph which sums up and presents some resolution to the issue under discussion.

Rationale: an original written work, which explains the purpose and theme/s of the creative work and links it to the key concepts studied

Sense of Audience: Responsiveness to an intended readership or actual audience in the case of an oral or creative work.

Structure and style: a coherent and objective composition reflecting several aspects of an issue, organised according to the requirements of the chosen medium to convey the complexities of an issue

Religious Studies: Oral Presentation and Rationale Rubric

The purpose of this rubric is to provide teachers with a set of criteria and descriptors that can be tailored to meet the requirements of a particular assessment task designed as part of a Tertiary Course.

Name of Unit:

Teacher:

Moderator/s

Year Group:

Student ID: _____

Date Assessment issued:

Due Date of assignment:

Assessment Criteria (Course Frame Work)							
Meets Deadlines	Yes			No			
	Specific Criteria	These criteria reflect the following grades					
		A	B	C	D	E	Not Evident
Knowledge of religious traditions and how different traditions relate to each other	<i>Accuracy</i>	Delivers highly detailed, appropriate and accurate information	Delivers appropriate and accurate information	Delivers appropriate information	Delivers information which is limited in appropriateness and/or accuracy	May deliver information which is personally relevant and/or topical	
	<i>Definition of terms</i>	Defines all key terms accurately and in detail	Defines all key terms accurately	Defines most key terms accurately	Uses basic definitions and/or identifies some terms	May identify some terms in simplistic ways	
	<i>Breadth of knowledge</i>	Comprehensive and thorough identification of all key concepts	Comprehensive identification of all key concepts	Identifies most key concepts	Identifies some concepts	Basic identification of some concepts	
Understanding of the fundamental characteristics of religious experience and expression	<i>Grasp of fundamental concepts in relation to the topic</i>	Demonstrates highly perceptive and reflective understanding of key concepts and issues	Demonstrates clear reflective understanding of the key concepts and issues	Demonstrates clear understanding of key concepts and/or issues	Demonstrates limited understanding of key concepts and/or issues	Demonstrates only simple concepts and/or issues	
	<i>Appropriate application and interpretation of knowledge</i>	Displays clear insight, empathy and/or innovation in applying appropriate knowledge	Displays insight, empathy and/or innovation in applying appropriate knowledge	Displays some insight in applying and interpreting appropriate knowledge	Displays limited application and interpretation of appropriate knowledge	Describes and/or repeats information	
Critical appraisal of values and their application to contemporary issues	<i>Depth of argument and critical analysis</i>	Advances and sustains a complex argument	Advances and sustains an effective argument	Advances a sound argument	Advances simple argument/s	Favours concrete and basic statements	
	<i>Synthesis: the ability to integrate the key concepts relevant to the task</i>	Achieves a sophisticated and complex synthesis of key concepts	Achieves a detailed synthesis of key concepts	Achieves a synthesis of key concepts	Attempts to include key concepts	Repeats received points of view	
	<i>Objectivity</i>	Maintains objectivity throughout	Generally maintains objectivity	Partially sustains objectivity	Limited evidence of objectivity	Presents all evidence from a personal perspective with no critical appraisal	

Effective inquiry skills using a variety of resources and technologies	<i>Breadth and depth of resources</i>	Makes informed and apt selection using a wide range of appropriate resources that extend beyond in-class material	Makes informed and apt selection using a range of appropriate resources that extend beyond in-class material	Makes informed and apt selection from familiar sources	Selects some simple, familiar resources	Selects simple and few resources		
	<i>Evidence and Referencing</i>	Acknowledges and references all ideas and quotes	Fully references most ideas and quotes	Fully references some ideas and quotes	Partially references ideas and quotes	Little evidence of referencing		
	<i>Bibliography</i>	Accurately uses the approved College Bibliographic style	Uses the approved College Bibliographic style with few errors	Uses the approved College Bibliographic style with errors	Presents an inaccurate bibliography	Presents a bibliography with significant errors		
Effective communication using a range of modes in a variety of situations	<i>Mode of delivery (voice – projection, clarity, fluency)</i>	Audible, highly articulate, confident, well paced and modulated	Audible, articulate and confident	audible and articulate	Some command of voice technique	Limited command of voice technique		
	<i>Supporting Materials</i>	Uses innovative, stimulating and appropriate materials	Uses stimulating and appropriate materials	Uses appropriate support materials	Uses support material that may be appropriate	Makes limited use of support material		
	<i>Engagement (devices include eye contact, body language, activities, etc)</i>	Uses appropriate and creative devices with flexible and expert management	Uses appropriate and creative devices with purposeful management	May rely on reading material but uses appropriate devices with competent management	Relies heavily on reading material with some appropriate devices	Relies totally on reading material with some use of devices	Relies totally on reading material	
	Extended Writing – Rationale							
	<i>Technical Accuracy (Command of the technical aspects of language)</i>	Concise writes with concise, accurate and mature expression	Writes with accurate and mature expression	Writes accurately with few spelling and grammatical errors	Writes with partial accuracy	Makes spelling and grammatical errors which obscure meaning		
<i>Achievement of essay/ report style and structure; organisation of ideas</i>	Demonstrates high levels of organisation and flexible application of essay/report style and structure	Communicates findings with clarity and independence of expression and a sense of audience	Writes purposefully and with a sense of appropriate style and structure	Achieves partial organisation of ideas with some sense of appropriate style	Employs an inappropriate style or structure			
<i>Capacity to exchange ideas and convey a point of view</i>	Expresses original ideas confidently and independently, with a strong sense of audience	Expresses original ideas with clarity, independence and a sense of audience	Expresses general ideas with basic clarity and a sense of audience	Expresses some ideas and points of view with little sense of audience	Expresses few ideas and points of view with no sense of audience			

Definition of terms:

Rationale: an original written work, which explains the purpose and theme/s of the creative work and links it to the key concepts studied

Sense of Audience: Responsiveness to an intended readership

COMMENT:

Score:

Rank:

Religious Studies: Creative Rubric

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Teacher:
Moderator/s
Year Group:

Student ID: _____
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Meets Deadlines	Yes				No		
Specific Criteria	These criteria reflect the following grades						
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	<i>Synthesis: the ability to integrate the key concepts relevant to the task</i>	Achieves a sophisticated and complex synthesis of key concepts	Achieves a detailed synthesis of key concepts	Achieves a synthesis of key concepts	Attempts to include key concepts	Repeats received points of view	
	<i>Objectivity</i>	Maintains objectivity throughout	Generally maintains objectivity	Partially sustains objectivity	Limited evidence of objectivity	Presents all evidence from a personal perspective with no critical appraisal	

Effective inquiry skills using a variety of resources and technologies	Breadth and depth of resources	Makes informed and apt selection using an extensive range of appropriate resources that extend beyond in-class material	Makes informed and apt selection using a range of appropriate resources that extend beyond in-class material	Makes informed and apt selection from familiar sources	Selects some simple, familiar resources	Selects simple and few resources	
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	Bibliography	Accurately uses the approved College Bibliographic style	Uses the approved College Bibliographic style with few errors	Uses the approved College Bibliographic style with errors	Presents an inaccurate bibliography	Presents a bibliography with significant errors	
Effective communication using a range of modes in a variety of situations	Creative response						
	Creative interpretation	Demonstrates highly artistic, innovative, fluent interpretation and representation of the theme	Demonstrates fluent artistic and innovative interpretation and representation of the theme	Demonstrates artistic interpretation and representation of the theme	Demonstrates some artistic interpretation and/or representation of the theme	Shows little evidence of artistic interpretation or representation of the theme	
	Technical aspects of the medium: Control of the mode of expression	Demonstrates consistently strong, purposeful cohesive and confident control	Demonstrates purposeful and cohesive control	Demonstrates purposeful control	Demonstrates partial control	Demonstrates little control	
	Effective links between the rationale and the mode of expression	Sustains imaginative, extensive, fluent links	Sustains fluent links	Sustains links	Achieves partial or inappropriate links	Difficult to discern links	
	Capacity to express ideas and convey a point of view	Expresses original ideas confidently and independently, with a strong sense of audience	Expresses original ideas with clarity, independence and a sense of audience	Expresses general ideas with basic clarity and a sense of audience	Expresses some ideas and points of view with little sense of audience	Expresses few ideas and points of view with no sense of audience	

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Technical aspects of medium: The technical aspects of a composition such as use of colour, brush technique, execution of dance movements, English expression and control of language, photographic techniques, video editing, etc

Rationale: an original written work, which explains the purpose and theme/s of the creative work and links it to the key concepts studied

Sense of Audience: Responsiveness to an intended readership or actual audience in the case of an oral or creative work.

Structure and style: a coherent and objective composition reflecting several aspects of an issue, organised according to the requirements of the chosen medium to convey the complexities of an issue

COMMENT:

Score:

Rank: