

<b>Name:</b>		<b>Seminar tutor:</b>	
<b>Assignment title:</b>			
<b>Please give your assessment of this piece of work using the following scale:</b>			
<b>1=fail</b>	<b>2=below average</b>	<b>3=average</b>	<b>4=good</b> <b>5=excellent</b>
<b>The descriptions in the boxes below indicate some of the characteristics of poor and good essays.</b>			
<b>Interpretation of and response to the essay question.</b>			
<b>Weaker essay</b> Essay does not identify the critical issues referred to or implied by the question. Discussion of text(s) does not engage with these issues, points made in essay lack relevance to question being asked.		Your rating 12345 <hr/> Tutor's rating 12345	<b>Stronger essay</b> Essay has identified central critical issues, which the question appears to be asking about; discussion of text(s) is always focused on these. The particular aspects of the text and range of subjects discussed address the critical issues identified from the question.
<b>Structure of the essay</b>			
<b>Weaker essay</b> The argument is not easy to follow; related points about the text(s) are not grouped together; it is not clear why paragraphs follow on from one another; essay does not develop an argument.		Your rating 12345 <hr/> Tutor's rating 12345	<b>Stronger essay</b> The argument is straightforward to follow; critical observations are organized in paragraphs, which follow on from one another for a clear reason; an argument is developed through the essay.

<b>Persuasiveness of interpretation</b>		
<p><b>Weaker essay</b>            Interpretations are not valid (e.g. assertions are not argued or explained; points are made briefly without discussion of the text to support them)            AND/OR there is a lack of familiarity and critical understanding of the text (e.g. essay describes or gives a narrative account of the text rather than being critically focused on certain aspects of it).</p>	<p>Your rating            12345            _____            Tutor's rating            12345</p>	<p style="text-align: right;"><b>Stronger essay</b></p> <p>Persuasiveness and valid interpretations (e.g. assertions are explained, points are developed and substantiated by reference to specific features of the text(s); a high level of familiarity with and critical understanding of the text is displayed.</p>
<b>Originality/quality of personal interpretation</b>		
<p><b>Weaker essay</b>            The work is lacking in personal engagement with the text(s) and/or observation and interest. There is a tendency to rely on second-hand interpretations of the text(s); ideas and critical observations are largely derivative of secondary reading, lecture material and seminar discussion, rather than being rooted in personal experience of reading the text(s).</p>	<p>Your rating            12345            _____            Tutor's rating            12345</p>	<p style="text-align: right;"><b>Stronger essay</b></p> <p>There is evidence of a personal engagement with and response to the text(s) studied. Ideas and critical assertions made about the text(s) may be influenced by secondary reading and material from lectures and seminars, but are not wholly dependent on these. There are insightful points of interpretation and comparison; fresh and lively observations are made about the text and its relationship to other texts and contexts.</p>

<b>Use of appropriate critical terms and concepts in analysing the text(s)</b>		
<p><b>Weaker essay</b>  Quality of the essay's analysis suffers from lack of use of critical terms and concepts;  <u>OR</u> where these are employed, their application is not productive (e.g. used inaccurately or unnecessarily, to try and impress the reader).</p>	<p>Your rating  12345  <hr/> Tutor's rating  12345</p>	<p style="text-align: right;"><b>Stronger essay</b></p> <p style="text-align: center;">Relevant critical terms and concepts are used accurately and productively (i.e. with a full understanding of what they mean) to express ideas about the text(s) and support the essay's analysis; unnecessary use of jargon is avoided.</p>
<b>Use of secondary critical materials</b>		
<p><b>Weaker essay</b>  Lack of reference to other critical perspectives limits the quality of the essay's analysis of the text(s)  <u>OR</u> reference to secondary sources is unproductive, not advancing the argument (e.g. unthinking reproduction of critical material rather than active engagement with it)  AND/OR failure to acknowledge secondary sources consulted in writing the essay.</p>	<p>Your rating  12345  <hr/> Tutor's rating  12345</p>	<p style="text-align: right;"><b>Stronger essay</b></p> <p style="text-align: center;">Reference to other critical perspectives is made at appropriate points; it enhances the quality of the analysis and advances the essay's argument. Essay engages and debates with the critical material rather than simply reproducing it. Secondary sources consulted in writing the essay are properly acknowledged.</p>

<b>Understanding and use of relevant contexts (e.g. literary; historical)</b>		
<p><b>Weaker essay</b>            There is a lack of reference to contextual information which would be relevant to the question being asked and would serve to improve the critical substance of the essay;  <u>OR</u> contextual information is used but does not contribute to the essay's argument (e.g. it is not relevant to the question).</p>	<p>Your rating            12345            _____            Tutor's rating            12345</p>	<p><b>Stronger essay</b>            Reference is made to relevant contexts (e.g. how the text relates to other texts/literary tradition; and/or how it relates to the cultural and historical context of its production) and leads to a better critical understanding of the text(s) being discussed in the essay.</p>
<b>Use of close textual reference</b>		
<p><b>Weaker essay</b>            Essay does not pay sufficiently detailed attention to specific features of the text(s) being discussed; assertions are not supported by direct reference to particular parts of the text(s);  <u>OR</u> where there is close reference to the text(s), it is not relevant to the point being made and so does not back it up (e.g. material is quoted without any critical commentary).</p>	<p>Your rating            12345            _____            Tutor's rating            12345</p>	<p><b>Stronger essay</b>            Essay focuses on and discusses specific features of text(s) being studied in such a way as to advance the argument (e.g. reference to the text is made to substantiate the critical argument). There is critical engagement with the material quoted from the text(s).</p>

<b>Technical accuracy</b>		
<p><b>Weaker essay</b>            Low level of technical accuracy (e.g. errors in spelling, grammar, vocabulary; quotations from primary and secondary texts are not references in an accepted manner; bibliography, is missing or not laid out according to academic conventions; no evidence of the work having been proof-read).</p>	<p>Your rating 12345</p> <hr/> <p>Tutor's rating 12345</p>	<p><b>Stronger essay</b>            High level of technical accuracy (e.g. accurate spelling, grammar, vocabulary, paragraphing; all direct and indirect references to primary and secondary texts are referenced consistently using an accepted system; bibliography includes all texts used in writing the essay and is laid out in an academically approved manner; evidence of careful proof-reading).</p>
<b>Prose style</b>		
<p><b>Weaker essay</b>            Relatively poor expression of ideas (e.g. limited vocabulary leading to a lack of clarity); essay is unnecessarily difficult or laborious to read (e.g. little variety of sentence structures; gratuitous use of pretentious language); evidence of the work submitted not having been proof-read/revised from the initial draft.</p>	<p>Your ratings 12345</p> <hr/> <p>Tutor's ratings 12345</p>	<p><b>Stronger essay</b>            Writing is clear, accurate, precise; fluent; language is used effectively (i.e. to express ideas in a clear and interesting way, rather than just to impress the reader); appropriate vocabulary is used; there is variety in sentence structure; awareness of the audience for whom the essay is being written; essay appears to have undergone revision from the initial draft.</p>

<b>Presentation (neatness, legibility)</b>		
<b>Weaker essay</b> Work is poorly presented (e.g. illegible handwriting; cramped layout; words repeatedly crossed out on the page).	Your ratings 12345	<b>Stronger essay</b> Well-presented work (e.g. work-processed; clear layout; readable typeface).
	Tutor's ratings 12345	