# **ECF1110 Written Assignment Rubric**

## Course Learning Outcomes

UGCLO3 Communicate business knowledge, concepts and advice persuasively and clearly in both written and oral formats, using relevant technology

*UGCLO3.1. Demonstrate effective written communication, suitable for a given context, medium and intended audience*

## Unit Learning Outcomes

1. Comprehend the influence of ethical values in decision-making using economic concepts.
2. Apply economic theories and models to contemporary social issues.
3. Critically appraise actions of governments, central banks, businesses, households and the overseas sector to understand how policies and practices affect economic outcomes.

| **Criteria** | **High Distinction** **80 – 100%** | **Distinction****70 – 79%** | **Credit****60 – 69%** | **Pass****50 – 59%** | **Fail****0 - 49%** |
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| **Mechanics** Spelling, grammar, syntax, punctuation, referencing protocols.*[UGCLO3.1] 5%* | The writing is fluent, sophisticated and skilfully communicates meaning. It is virtually error free. Referencing skills are excellent. Protocols are fully, correctly and consistently applied to all sources and are virtually error free. | The writing conveys meaning cohesively and concisely. Technical errors (spelling, grammar, syntax, punctuation) are minimal. Referencing skills are well developed and protocols are consistently and correctly applied with rare errors. | The writing clearly conveys meaning to the reader with some technical errors (spelling, grammar, syntax, punctuation) still present. Referencing protocols are consistently applied with some noticeable errors | The writing is understandable, but inconsistent use of spelling, grammar, syntax, and punctuation interferes with meaning. Referencing skills are emerging. Referencing protocols are inconsistently applied. | Numerous technical errors relating to grammar, syntax, punctuation and spelling significantly interferes with the meaning. A significant number of incorrect referencing protocols are evident, or referencing protocols are not used. |
| **Vocabulary** Range of vocabulary, and correct use of academic and discipline specific terminology in context.*[UGCLO3.1] 5%* | Writes with a sophisticated vocabulary where business, academic and/or disciplinary terminology is used to convey nuanced and enhanced meaning. | Writes with a varied vocabulary where business, academic and/or disciplinary terminology conveys meaning with fluency. | Writes with a wide vocabulary where business, academic and/or disciplinary terminology is used consistently and correctly in the right context. Meaning is clear. | Writes with a basic vocabulary where business, academic and/or disciplinary terminology is used correctly and contextually most of the time.to convey meaning. | Writes with a limited vocabulary and/or incorrectly uses business, academic or disciplinary terminology and/or uses it out of context, which makes it difficult to understand. |
| **Structure & flow** Balanced structure, logical order and linking of ideas with transitions.*[UGCLO3.1] 5%* | The writing provides enhanced meaning with a sophisticated structure and highly logical order. Ideas, concepts and sections are linked with seamless transitions. | The writing provides a well-balanced and cohesive structure and logical order. Ideas, concepts and sections are linked with smooth transitions and the meaning is clear. | The writing provides a clear structure and logical order. Ideas, concepts and sections are consistently linked with transitions and meaning is mostly clear. | The writing provides a basic structure and logical order. Ideas, concepts and sections] are inconsistently linked with transitions. The meaning is not always clear | The writing does not have a balanced structure, logical order and ideas, concepts and sections are not linked with transitions |
| **Audience and suitability of communication**Appropriateness of writing (business essay) for audience, context and purpose.Uses headings and graphics appropriately. Includes relevant economic theory and concepts. *[UGCLO3.1] 7.5%* | The writing is comprehensive, sophisticated and nuanced in a manner that is flawlessly appropriate for the audience, context and purpose. Includes extensive and complex connections with content such as data analysis, economic theory, references to convey discipline-specific meaning. | The writing is fluent and highly appropriate for the audience, context and purpose. Includes strong connections with content such as data analysis, economic theory, references to convey discipline-specific meaning. | The writing is well-considered and appropriate for the audience, context and purpose. Includes logical connections with content such as data analysis, economic theory, references to convey discipline-specific meaning. | The writing is appropriate for the audience, context and purpose. Includes simple connections with content such as data analysis, economic theory, references to convey discipline-specific meaning. | The writing is not appropriate for the audience, context and purpose. Fails to include connections with content such as data analysis, economic theory, references to convey discipline-specific meaning. |
| **Critical Analysis**Issues are critically analysed*[UGCLO3.1] 7.5%* | Issues are systematically, comprehensively, analytically and insightfully addressed. | Issues are thoroughly analysed and addressed. | Issues are addressed. | Issues are addressed, but in a general and superficial manner. | Fails to address the issues. |