

**BRITISH MEDIEVAL AND RENAISSANCE LITERATURE
ESSAY ASSESSMENT SHEET**

	4	3	2	1	
Content					
Appropriate outline: submitted on time: includes topic, thesis, arguments, primary and secondary material (full references).					Outline inappropriate: is missing some of the main elements, is based on a primary text which is not within the choices for the essay, the references are incorrect etc.
Clear thesis statement: is expressed within the introduction, responds to the topic chosen, and expresses a point of view about the primary text.					Thesis statement unclear/missing: is too similar to the topic, does not express point of view clearly, is not included within the introduction.
Considers topic: thesis, arguments, and examples are directly linked to the topic chosen.					Misunderstands / Loses sight of topic: thesis, arguments, and examples are linked only partially to the topic chosen or not at all.
Covers main arguments: arguments which are expressed in the introduction are fully explained in the essay by analysing examples from the texts.					Arguments not developed appropriately/missing: arguments are not expressed in the introduction or if they are, they are not explained fully or at all within the essay.
Quote analysis: Students develop the topic, thesis and arguments by giving explicit examples from the primary and secondary texts through direct quotations. These are correctly presented within the essay and referenced following style guide requirements. Students don't just include the quotations but introduce and contextualize them, as well as presenting a detailed comment which highlights certain sections of the quotations to explain the topic/thesis/arguments. Students have selected the quotations based on their personal view of the primary text but if some quotations are obtained from secondary material or from a class, students are explicit about this.					Quote analysis: the essay does not include direct references to the primary or secondary texts, or examples provided don't contribute to explain topic, thesis, or arguments, or examples are presented without introduction, context and/or analysis, or quotes from the primary text are obtained from the secondary text.
Concept definition: Students define the main concepts used, present these definitions clearly in the essay with explicit references (dictionary etc.) explaining why these specific understandings of the concept are useful to develop their analysis of the primary text.					Concept definition: Students don't define the main concepts used, or they don't present these definitions clearly in the essay with explicit references (dictionary etc.), or they just present definitions without explaining why these specific understandings of the concept are useful to develop their analysis of the primary text.

	2	1	
Structure			
Clear introduction and conclusion: includes introductory paragraph with topic, thesis, arguments and primary text. Includes concluding paragraph which summarizes main ideas and presents a projection or final thoughts.			Introduction/conclusion incomplete/missing: introductory paragraph does not include topic, thesis, arguments or primary text. Concluding paragraph does not summarize main ideas or mentions ideas which were not analysed fully within the essay.
Clear paragraph and essay structure: each paragraph is structured based on a clear main idea. Paragraphs within the essay are organized following the logical development of the thesis and arguments. Paragraphs are explicitly connected in order to make the sequence of ideas clear.			Clear paragraph and essay structure: paragraphs are not structured around a main idea but instead present several issues which seem more like a list than the development of a unitary argument. Paragraphs appear one after the other without evident connection or without making explicit the logical development of the thesis and arguments.
Quotations properly structured: quotes are presented following style guide requirements (considering margins, line breaks, quotation marks etc.)			Inappropriate quotation structure: quotes don't follow the style guide requirements (incorrect margins, includes quotation marks when they should be omitted, uses only italics etc.)
Style and presentation			
Correct spelling/grammar throughout			Much incorrect spelling/grammar
Correct length and total word number indicated			Too long / short/ total word number omitted
Referencing			
Secondary/Primary sources properly referenced: all texts used are acknowledged in the body of the essay and in the bibliography, by providing full references which follow style guide requirements.			Secondary/Primary sources not acknowledged / References omitted / incorrect: it is not clear what the source of the information is, or some references are provided but they are incomplete, or references are not in accordance with bibliography etc.
Full and appropriate bibliography: it follows style guide requirements (items in alphabetical order, use of italics or quotation marks for titles, editing details, page range for articles, etc.) and it includes the references of all the texts used in the essay.			Bibliography inappropriate/missing: does not follow style guide requirements (items are not in alphabetical order, italics are not used for book titles, quotation marks are not used for article titles, editing details are missing, page range for articles is missing, etc.) and it doesn't include all the texts used in the essay, or mentions texts which were not acknowledged in the body of the essay.
Appropriate secondary material: essay is structured by using reliable academic material, published in books and journals which are based on a blind peer reviewed evaluation and a high standard in its publishing process.			Inappropriate secondary material: essay is based on websites, self-published material (MA, PhD thesis), undergraduate essays etc.

Comments