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|  | ***Birdwood AIL2015***  ***Gender Bias Report Rubric*** | | |  |
| **A** | ***B*** | ***C*** | ***D*** | ***E*** |
| **Text Structure** | **Text Structure** | **Text Structure** | **Text Structure** | **Text Structure** |
| Introduction clearly outlines topic in opening statement. *Excellent details*. *Conclusion summarises* main ideas and includes a *valid judgement* on question. | *Introduction* clearly outlines topic in opening statement. *Conclusion* summarises main ideas and attempts *a valid judgement* on question. | *Introduction* provides a sound outline in opening statement. *Conclusion* summarises main ideas briefly and *attempts to make a basic judgement or comment.* | A *basic outline* in introduction *Conclusion* does not summarise all arguments and final *judgement/comment is absent*. | *Introduction does not introduce topic effectively*. *Conclusion does not summarise the points raised or is absent*.  No evidence=No score |
| **Primary and Secondary Sources** | **Primary and Secondary Sources** | **Primary and Secondary Sources** | **Primary and Secondary Sources** | **Primary and Secondary Sources** |
| Highly appropriate choice and presentation of primary and secondary sources. | Appropriate choice and presentation of primary and secondary sources. | Satisfactory choice and presentation of primary and secondary sources. | Poor choice and presentation of primary and secondary sources. | Primary and secondary sources are barely or not evident |
| **Graphing** | **Graphing** | **Graphing** | **Graphing** | **Graphing** |
| The graphs chosen are highly appropriate for the assignment and demonstrate proficiency. | The graphs chosen are appropriate for the assignment and demonstrate some level of proficiency. | The graphs chosen are satisfactory for the assignment and demonstrate some understanding. | The graphs chosen are not appropriate for the assignment and demonstrate little understanding. | Little to no evidence of graphing. |
| **Calculations** | **Calculations** | **Calculations** | **Calculations** | **Calculations** |
| All calculations are performed accurately, showing all working out. | All calculations are performed accurately, showing most working out. | Most calculations are performed accurately, showing some working out. | A few errors are found in the calculations | Calculations contain many errors.  No evidence=No score |
| **Solution** | **Solution** | **Solution** | **Solution** | **Solution** |
| All solutions contain highly appropriate units and are correct based on information presented | Most solutions contain appropriate units and are correct based on information presented | Some solutions contain appropriate units and are correct based on information presented | Few solutions contain units or are correct | No units are given for solutions. |
| **Mathematical Presentation** | **Mathematical Presentation** | **Mathematical Presentation** | **Mathematical Presentation** | **Mathematical Presentation** |
| All mathematical objects and equations are presented neatly, following general presentation conventions. | Most mathematical objects and equations are presented neatly, following general presentation conventions. | Some mathematical objects and equations are presented neatly, following general presentation conventions. | Mathematical objects and equations are presented but do not follow mathematical conventions or are not neat. | Mathematical objects and equations are not neat and do not follow conventions. |
| **Bibliography** | **Bibliography** | **Bibliography** | **Bibliography** | **Bibliography** |
| Uses *detailed and appropriate evidence* from sources. *References correctly*. | Uses *appropriate evidence* from sources. *References correctly*. | Evidence lacks detail/relevance/ substance. Sources are limited. | Evidence is *limited*. Sourcing of information is incorrect. | Evidence *is extremely limited* and used incorrectly. Sourcing is absent.  No evidence=No score |
| Feedback | | | | |