

ESP217: Social and Emotional Wellbeing

Assessment Rubric: AT3 – Critical Review (50%)

Student Name: _____

Grade: _____

NOTE: This rubric provides a guide for marking – different categories have different weightings. Your final grade is determined by a holistic professional judgement on your work which is guided by this rubric.

CRITERIA	HD	DN	CR	PP	NN
1. Demonstrate depth of engagement, insight, and understanding of a SEL program with evidence. (30%)					
Program is described with insight and understanding. Context and evidence used to support explanations.	A comprehensive overview of the program is articulated. Scholarly understanding is demonstrated through sophisticated explanations and by the selective use of highly relevant literature from an extensive range of sources. Evidence is integrated seamlessly and makes meaningful connections to course concepts and research.	A comprehensive overview of the program is articulated. Understanding is demonstrated by the use of quality literature from a wide range of sources. Evidence has been well integrated and makes meaningful connections to course concepts and research.	A detailed overview of the program has been discussed. Academic literature and sources have been provided to support the claims and make connections to course concepts and research.	Has presented an overview of the program. Relevant literature and sources have been included as evidence.	Understanding of program is not satisfactorily demonstrated. Statements are not supported with evidence.
2. Apply knowledge of course content with criticality to analyse a SEL program and justify connections to theory and research. (25%)					
Relevant concepts and research are discussed to analyse the program and support claims of effectiveness.	Sophisticated use of theoretical perspectives to inform a logical and detailed analysis of how the program links to research.	Relevant theoretical perspectives are used to inform a logical and detailed analysis of how the program links to research.	An analysis of how the program links to relevant research has been given. Academic literature and sources support these claims. A developing understanding of the links between theory and practice is evident.	An analysis of how the program links to relevant research has been given. Relevant literature and sources have been included as evidence.	Understanding of concepts and research is not satisfactorily demonstrated. Statements are not supported with evidence.
3. Demonstrate critical thinking and understanding from different perspectives to justify implementation of an SEL program, with examples. (25%)					
Program is examined critically in relation to other program(s). Effectiveness of program and Justification for implementation is explained and supported.	A sophisticated discussion of the program's effectiveness, relationship to other program(s), and justification for implementation is articulated. Quality academic evidence is seamlessly integrated to support these claims.	A comprehensive discussion of the program's effectiveness, relationship to other program(s), and justification for implementation is articulated. Quality academic evidence is integrated to support these claims.	Discussed in detail the overall effectiveness and justification for implementation of the program. Reference to other program(s) helps explain justification. Academic literature and sources support these claims.	Discussed the overall effectiveness and justification for implementation of the program. Referred to other program(s). Relevant literature and sources have been included as evidence.	The overall effectiveness, justification for implementation and comparison with other program(s) is not satisfactorily provided. Statements are not supported with evidence.
4. Exhibit scholarly presentation and academic literacy, including careful editing and attention to referencing in APA style both in-text and the reference list. (20%)					
Coherent message, flow. (10%)	Writing is of the highest quality overall with excellent flow, style, and structure. A persuasive and	Overall, the paper is very well organised, written in clear academic prose and is	The paper is properly organised and structured. Effective communication in academic	The paper demonstrates reasonable attention to organisation and structure.	Poor quality writing. Difficult to understand.

	coherent argument is highly developed. Overall, the paper is characterised by scholarly thinking. It is written in fluid but succinct academic prose.	characterised by coherent thinking. The paper demonstrates an ability to write in a disciplined and organised manner to express meaning.	prose allowing understanding to be articulated.		
Spelling grammar, and referencing. (10%)	Proofreading is excellent meaning that there are essentially no errors relating to APA referencing, spelling, grammar or punctuation.	Proofreading is very thorough meaning that there are very few errors relating to APA referencing, spelling, grammar or punctuation.	Accurate spelling, punctuation, and grammar. Others' ideas are acknowledged with APA referencing. Proofreading is thorough meaning that there are few errors.	Mostly accurate spelling, punctuation, and grammar. Others' ideas are acknowledged with APA referencing. Proofreading mainly resolves serious errors.	Many incorrect grammar/spelling or many citation/referencing errors.