

Assessment 1 Rubric HAGE 20005					
High Distinction 84.50-100%	Distinction 74.50-84.49%	Credit 64.50-74.49%	Pass 49.50-64.49%	Fail Below 49.50%	Fail (content absent) 0%
Structure					
<i>Efficiency & organisation 10%</i>					
An articulate essay. There is a succinct and compelling introduction that introduces the paper and outlines its direction. The essay is cogent and is brought to a compelling conclusion.	A well-written essay. There is a clear and appropriate introduction that introduces the paper and outlines its direction. The essay proceeds logically and is brought to a logical conclusion.	Appropriately written essay. There is an appropriate introduction that mostly introduces the paper and its direction. The essay mostly proceeds logically and is brought to an appropriate conclusion.	Adequately articulated essay. An introduction is apparent, and the paper has been somewhat introduced. There is an attempt made to outline the direction of the paper. The essay is at times repetitive or lacks cohesion. A conclusion is evident.	The introduction is not apparent or does not attempt to introduce the paper or outline the direction of the paper. The essay does not flow logically and is not brought to a close.	No introduction or conclusion present.
<i>Presentation 10%</i>					
Excellent presentation of the assignment. The submitted written material is very well-presented, follows the formatting requirements, and is free from errors.	A very good presentation of the assignment. The submitted written material is well-presented and mostly follows the formatting requirements. There are minor errors (e.g., 1 or 2 errors in spelling, grammar, and paragraph structure).	A good presentation of assignment that follows the formatting requirements. There are some errors (e.g., 3 or 4 consistent errors with spelling, grammar, and paragraph structure).	An adequate presentation of assignment that sometimes follows the formatting requirements. There are 3 or 4 inconsistent errors (spelling, grammar, and paragraph structure).	Poorly presented assignment. There are many inaccuracies in formatting spelling, grammar, and paragraph structure. (> 5 errors).	Submission is missing most aspects of the task. There is little evidence of task requirements. Many errors present.
<i>Substantiation of discussion 5%</i>					
Discussion is substantiated consistently with logic, examples, and with reference to the current literature. A minimum of 15 contemporary* peer-reviewed journal articles have been cited.	Discussion is generally substantiated with logic, examples, and with reference to the current peer-reviewed literature, with 1 or 2 exceptions. A minimum of 12-15 contemporary* peer-reviewed journal articles has been cited.	Discussion is partly substantiated with logic, examples, and with reference to the current peer-reviewed literature, with 3 or 4 exceptions. Between 10-12, contemporary* peer-reviewed journal articles have been cited.	Discussion is occasionally substantiated with logic, examples, and with reference to the current peer-reviewed literature, with 5 or 6 exceptions. Between 8-10, contemporary* peer-reviewed journal articles have been cited.	Discussion is not or infrequently attempting to (>7 errors) to substantiate discussion with logic, examples, and with reference to the current peer-reviewed literature. Less than 8 contemporary* peer-reviewed journal articles have been cited.	No references present.
<i>Referencing 5%</i>					
Accurate APA referencing. No errors.	Mostly accurate APA referencing. 1-2 consistent errors (maybe made multiple times).	Somewhat accurate APA referencing. 3 consistent errors (maybe made multiple times).	Occasionally accurate APA referencing. 4 consistent errors (maybe made multiple times).	APA referencing not used. 5 consistent errors maybe made multiple times).	No references present.

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Critique of one health model 20%					
The essay provides an excellent critique of one chosen health promotion model that is relevant to the student's clinical setting or area of interest.	The essay provides a clear critique of one chosen health promotion model that is relevant to the student's clinical setting or area of interest.	The essay partly provides a clear critique of one chosen health promotion model that is relevant to the student's clinical setting or area of interest.	The essay lacks some content that indicates an incomplete critique of your chosen health promotion model that is relevant to the student's clinical setting or area of interest.	The content irrelevant and/or does not address the task. The discussion lacks cohesion.	There is no critique of one chosen health promotion model. No content justifies the chosen health promotion model.
Discussion for the justification of the theory 20%					
An excellent demonstration of discussion of the theory providing background information and related evidence to justify the selection.	Appropriate demonstration of discussion of the theory providing background information and related evidence to justify the selection.	Some demonstration of discussion of the theory providing background information and related evidence to justify the selection.	There is a lack of some content that demonstrates discussion of the theory providing background information and related evidence to justify the selection. The discussion is at times repetitive or lacks cohesion.	Content irrelevant and does not discuss or justify the chosen theory.	There is no demonstration of discussion of the justification of the theory present.
Critical analysis in evaluation and implementation of the theory 40%					
There is excellent critical analysis in the evaluation and implementation of the chosen theory related to its ability to meet the needs of older people.	There is very clear critical analysis in the evaluation and implementation of the chosen theory related to its ability to meet the needs of older people	There is clear critical analysis in the evaluation and implementation of the chosen theory related to its ability to meet the needs of older people.	There is some critical analysis in the evaluation and implementation of the chosen theory related to its ability to meet the needs of older people	There is very little, or no evidence of the evaluation and implementation of the chosen theory related to its ability to meet the needs of older people	There is no evidence of the evaluation and implementation of the chosen theory related to its ability to meet the needs of older people