# Aropä peer review rubric

The following six sections are the marking criteria used by tutors when marking Classics essays:

1. Knowledge and analysis
2. Argument
3. Independence of thought
4. Use of primary literature/primary evidence
5. Use of secondary literature
6. Presentation

The essay feedback sheet which you are given along with your essay mark reflects these criteria.

In this peer review assignment you are asked to evaluate the work of your fellow-students according to these criteria. Think hard about your evaluation and take care to justify the grade you award in the feedback you give for each section. Remember to be honest and constructive, but polite.

You do not need to answer each of the questions asked under each heading explicitly; they are there to give you an idea of what to look for and how to go about the evaluation.

Your feedback will be assessed using the criteria of 1) fairness, 2) comprehensiveness, 3) helpfulness. This mark counts for 25% of your total mark for the Classical Civilisation 2A course.

When you have completed your two reviews, evaluate your own draft essay according to the same criteria and think about how you can make it better. This is not part of the online assignment, but it is likely to prove very useful.

## 1. Knowledge and analysis

* Does the author seem to know what he/she is talking about? Is the factual content based on what you have learned in the course (good!) or on common knowledge/popular culture (bad!)?
* Does the author display general familiarity with the culture and history of the 5th century BC?
* Are there any factual mistakes (that you can spot)?
* Is the analysis backed up by evidence and carried out in a convincing manner?
* Is there enough analysis, or is it more of a narrative display of knowledge?

E: Fail. The essay is full of factual mistakes or does not give any evidence of the author following the course.



D: Poor. There are some factual mistakes or most of the factual content is common knowledge, but there is some evidence of reading.



C: Ok. There is evidence of knowledge and reading, but it could be deeper or better analysed.



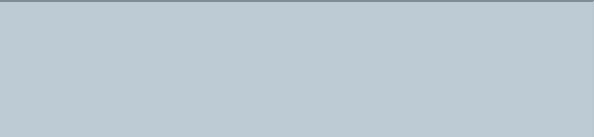
B: Good. There is evidence of knowledge and reading and it has been put to good use in the analysis/argument.



A: Excellent. The author is clearly familiar with all relevant aspects of the material and puts across a well-supported and intelligent analysis.



Now justify your marking by giving feedback on the knowledge and analysis displayed in the essay:



## 2. Argument

* Is the introduction useful as an introduction to the argument? I.e. does it set out what the essay is going to do and how?
* Does the argument progress logically step by step in the body of the essay?
* Are all aspects of the issue considered, including possible counter-arguments?
* Is every part of the argument relevant to the essay question?
* Does the conclusion answer the essay question and follow logically from the argument?

E: Fail. The structure is obscure and illogical and the argument is impenetrable or illogical.



D: Poor. The structure is obscure and makes it hard to follow the argument, which does not seem convincing.



C: Ok. The structure is adequate, and the argument makes sense, but one or both could be improved.



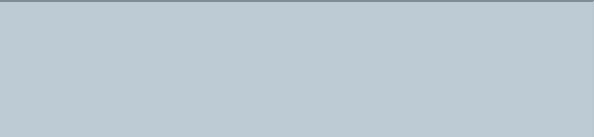
B: Good. The argument is logical and made easy to follow by the structure.



A: Excellent. The structure is crystal-clear making the convincing argument flow effortlessly and wrapping it up elegantly.



Now justify your marking by giving feedback on the planning and structure of the essay in the field below.



## 3. Independence of Thought

* Is the author voicing his/her own opinion, or just summarising secondary literature?
* Is it the standard argument or is it innovative in some way?
* Is the author showing personal engagement with the ancient texts/objects or just reproducing what others have written about them?
* In other words, is there evidence of thinking in the essay, or just rote learning?

  E: Fail. The essay is plagiarised.



  D: Poor. There is very little independent thought in the essay; it relies entirely on the opinions of others (but at least references them).



  C: Ok. There is some independent thought, and some uncritical reliance on secondary literature.



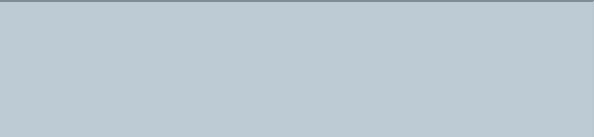
  B: Good. There is evidence of independent thought and critical use of secondary literature and primary evidence.



  A: Excellent. The essay engages critically with the scholarship and arrives at its own solution to the problem.



Now justify your marking by commenting on the independence of thought here:



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## 4. Use of primary literature/evidence

* Is the argument properly based on primary sources, i.e. ancient literature and/or ancient material remains?
* How good are the analyses offered of primary literature or artefacts?
* Is the primary literature referenced properly?
* Are images of the material remains included, and are they captioned properly?

E: Fail. There is no use of primary literature/evidence.



D: Poor. There are a few references to primary literature or material evidence, but not a lot.



C: Ok. Primary literature and/or material evidence has been used, but the analyses could be better.



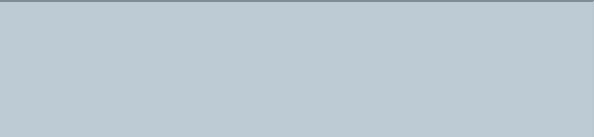
B: Good. The argument is based on primary literature/evidence, and the analyses are generally good.



A: Excellent. The primary literature/evidence is analysed acutely, and the analysis is being put to good use in the argument.



 Now justify your marking by giving feedback on the use of primary literature/material evidence:



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## 5. Use of secondary literature

* Has the author read a good range of secondary literature? Is it being used in the essay? (A long bibliography is of no use if the essay doesn't show any evidence of the wide reading. Ideally everything in the bibliography should be referenced in the essay).
* Is the author just quoting the secondary literature (merits an E or D), paraphrasing and summarising it (merits C or B), or actively arguing with it (merits B or A)?
* Is everything that is not the author's own point carefully referenced so you would be able to find it in the secondary literature?

E: Fail. No evidence of reading, or no referencing, or just quoting without commenting.



D: Poor. Some secondary literature has been read, but it is being put to poor use.



C: Ok. The author refers to several different scholarly views in the essay, but does not argue with them.



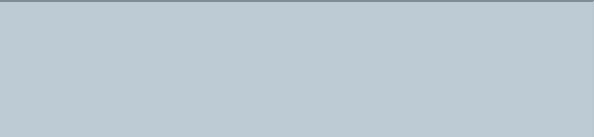
B: Good. The essay has a good-sized bibliography, and the author both summarises secondary literature and plays off different views against each other.



A: Outstanding. The bibliography is a good size, and the essay shows clear evidence of wide reading. Scholarly views are being summarised, played off against each other, and argued with. The author takes a clear stand distinct from the secondary literature.



Now justify your marking by giving feedback on the use of secondary literature n the field below:



## 6. Presentation

* Is the language clear and correct?
* Is it sufficiently formal? (We are not looking for high levels of formality, but are trying to avoid an overly familiar tone as well as chat-room speak).
* Is the punctuation correct and helpful?
* Has the essay been proofread properly?

  E: Fail. The essay is unreadable.



  D: Poor. The essay is full of ungrammatical sentences, poorly chosen words and phrases, and punctuation mistakes which seriously impede the reader's understanding of the argument.



  C: Ok. There are some mistakes and a few unclear sentences, but overall the language is clear and appropriate.



  B: Good. There are only few mistakes and no serious ones.



  A: Excellent. Hardly any mistakes, and they seem to be typos.



## 7. Final comments

What is your overall impression of this essay?

E: Fail.



D: Poor.



C: Ok.



B: Good.



A: Excellent.



Why? And what would be your advice for revising it before submission?

