



Teaching students how to read and understand marking rubrics and demonstrate critical thinking in assessments

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A bit of context – what I do

- Academic literacy workshops
- One on one assessment/study skills support
- Domestic/International cohorts of different ages and abilities
- Written/oral assessments

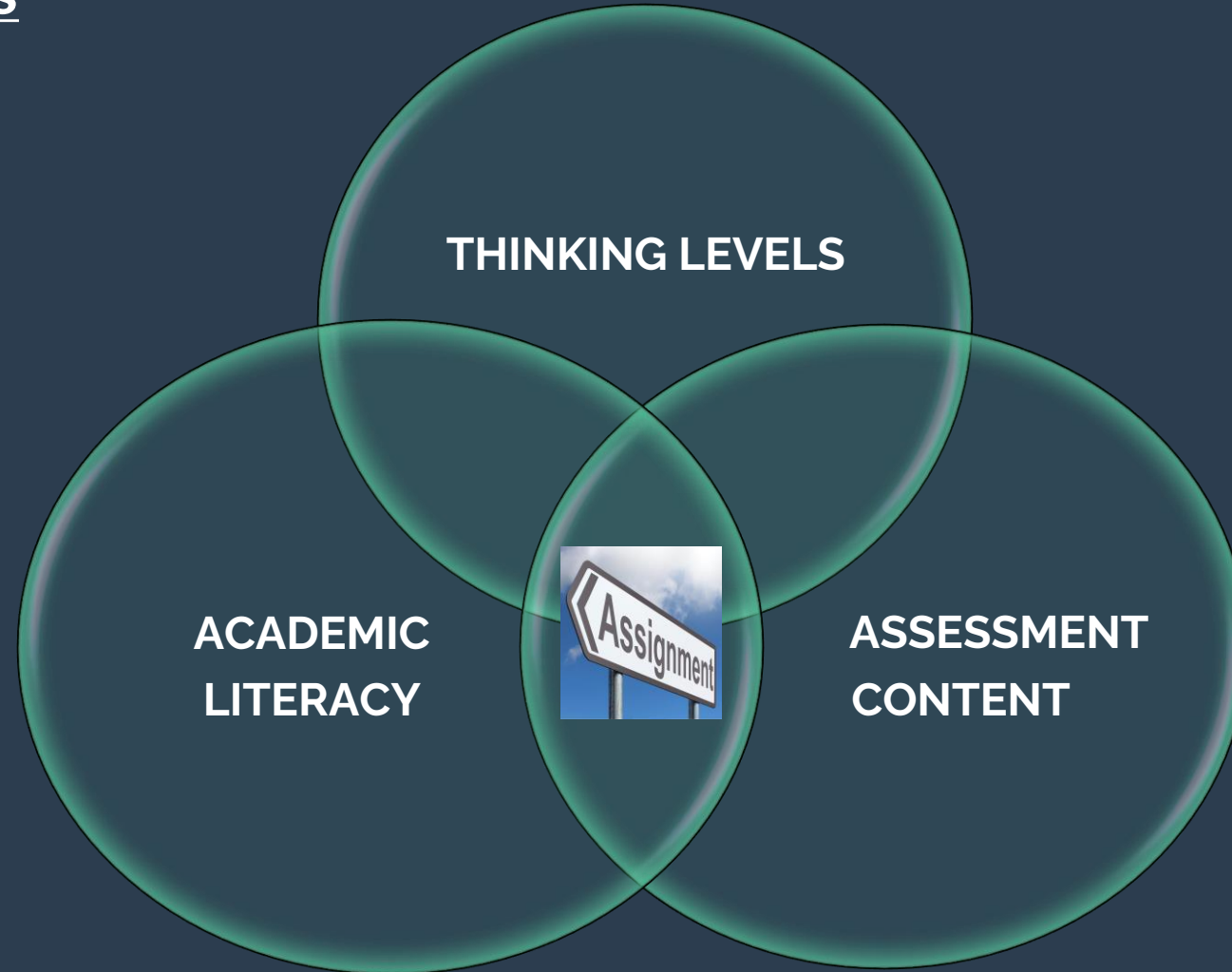
Model used in units in the program below

- Foundation program
- Diploma programs (Writing and research units)
- Bachelor of Business
- Master of Business Administration
- Bachelor of Information and Communication Technology
- Master of Information and Communication Technology
- Bachelor of Health Science
- Master of Health Science

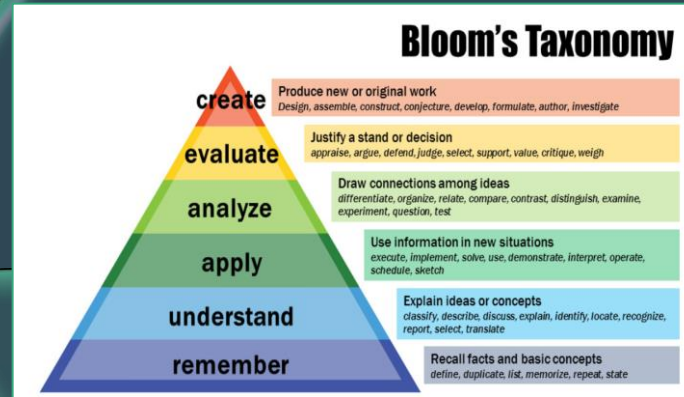
Bloom's Taxonomy (1956) – Why use this model

- Visual representation of thinking levels
- Transferrable skills
- Unfamiliar educational system
- International students traditionally more familiar with open/closed ended question-assessment structure
- Scaffolding of skills
- Facilitation of the research/written assessment process
- Clear expectations of academic work
- Reinforcement of academic integrity
- Flexibility around skills being introduced

Areas to discuss



What does it look like?



Academic Literacy

- Sentence structure
- Paragraph structure
- Assessment type/format
- Referencing
- Grammar
- Other...



	High Distinction 80-100	Distinction 70-79	Merit 60-69	Pass 50-59	Borderline 40-49	Fail 0-39	
Referencing and in-text citations	Source effectively integrated; reference list & in-text citations appropriately placed at all necessary points and include precise required information; appropriate formatting adhered to throughout; word count within range.	Reference contains all necessary points of information; formatting mostly adheres to the citation guidelines; in-text citations appropriately placed at all necessary points; most required info provided; word count within range.	Most necessary points of information present; in-text citations present and mostly accurate; information provided is correct (e.g. page number when necessary), author name, etc.)	Most necessary points of information present in the citation but may not be complete; in-text citations included at a point where their inclusion is deemed necessary, but some detail omitted.	Most necessary points of information omitted from the citation; reference list is very weak or missing; in-text citations omitted at a point where their inclusion is deemed necessary.		
Word count							
Language and grammar	Language is fluently used; clear, concise, professional and sophisticated; structured with no grammatical errors; strong variety of sentence structures; developed language and expressed integrated expertise throughout the text; information presented formally; issuance of personal, subjective reference.	Clear, logically structured; well-organized; demonstrates contribution and structuring; minor grammatical errors are infrequent, but corrected; integrated expertise throughout; appropriate punctuation and spelling.	Clear, logical & concise organization of information; clearly stated thesis; acknowledgment of counter argument; main arguments strong and extensively supported.	Coherent, logical & concise organization of information; strong thesis; acknowledgment of counter argument; further structure refined; all components are quite well developed; introduction with clear position statement; body with reasons and detailed supporting evidence; conclusion reinforces the writer's position.	Information coherent; thesis present but may not be fully developed; acknowledgment of counter argument; further structure necessary; but evidence of persuasive components of a persuasive text.	Most information organized coherently, so clear thesis included; disciplinary language limited; evidence of any structural components of a persuasive text.	Information organized coherently, so clear thesis included; disciplinary language limited; evidence of any structural components of a persuasive text.
Assessing language use							
Task alignment							
Coherence & cohesion							

Academic literacy (assessment question)

- **Assessment structure**
- report? Essay? (aim of assessment)
- Introduction/body/conclusion **OR** Executive summary, introduction, methodology, discussion, recommendations, conclusion, reference list/appendix

Paragraph structure

- **Topic sentence** (main idea+ controlling idea)
- **Supporting sentences** (definition, explanation, further elaboration, quote, statistics, data, example + **IN TEXT CITATIONS**)
- **Concluding sentence**

Other skills

- **Referencing** (APA or Harvard – Academic integrity)
 - **Lexical density** (nominalization)
 - **Grammar/Vocabulary** (active/passive voice, terminology/jargon)
 - **Coherence and cohesion** (organization/logic and discourse markers/connection)
 - **Paraphrasing/summarizing** (word families, synonyms, sentence structure, in-text citations)
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Thinking Levels



Bloom's Level	Key Verbs (keywords)	Example Learning Outcome
Create	design, formulate, build, invent, create, compose, generate, derive, modify, develop.	<i>By the end of this lesson, the student will be able to design an original homework problem dealing with the principle of conservation of energy.</i>
Evaluate	choose, support, relate, determine, defend, judge, grade, compare, contrast, argue, justify, support, convince, select, evaluate.	<i>By the end of this lesson, the student will be able to determine whether using conservation of energy or conservation of momentum would be more appropriate for solving a dynamics problem.</i>
Analyze	classify, break down, categorize, analyze, diagram, illustrate, criticize, simplify, associate.	<i>By the end of this lesson, the student will be able to differentiate between potential and kinetic energy.</i>
Apply	calculate, predict, apply, solve, illustrate, use, demonstrate, determine, model, perform, present.	<i>By the end of this lesson, the student will be able to calculate the kinetic energy of a projectile.</i>
Understand	describe, explain, paraphrase, restate, give original examples of, summarize, contrast, interpret, discuss.	<i>By the end of this lesson, the student will be able to describe Newton's three laws of motion to in her/his own words</i>
Remember	list, recite, outline, define, name, match, quote, recall, identify, label, recognize.	<i>By the end of this lesson, the student will be able to recite Newton's three laws of motion.</i>

Learning outcome examples adapted from, Nelson Baker at Georgia Tech: nelson.baker@pe.gatech.edu

Marking rubric

	High Distinction 85-100	Distinction 75-84	Credit 65-74	Pass 50-64	Fail 0-49
Language and grammar Academic language style	Language is lexically dense; clause-level grammar shows proficient and sophisticated structuring with no grammatical errors; strong variety of sentence structure; disciplinary language and expressions integrated expertly throughout the text; information presented formally, no instance of personal, subjective reference.	Overall, language is lexically dense; clause-level grammar demonstrates sophisticated construction and structuring variety; grammatical errors are rare or highly infrequent; language conventions formal & appropriate throughout; strong punctuation and spelling.	Good use of nominalisation; clause-level grammar demonstrates solid construction with infrequent grammatical errors; language conventions consistent; formal language applied; minimal mistakes in punctuation and spelling.	Appropriate clause-level grammar; minimal errors; writing construction mostly clear but some concepts may be unclear due to disorganised grammatical structure); language patterns mostly formal and appropriate.	Inappropriate clause-level grammar; frequent errors; many concepts unclear due to disorganised grammatical structure; information presented in an informal, subjective style characteristic of spoken, personal interaction; does not demonstrate any academic expression.

Referencing and in-text citations Word count	Sources effectively integrated; reference list & in-text citations appropriately placed at all necessary points and include precise required information; appropriate formatting adhered to throughout; word count within range.	Reference contains all necessary points of information; formatting mostly adheres to the citation guidelines; in-text citations appropriately placed at all necessary points; most required info provided; word count within range.	Most necessary points of information present; in-text citations present and mostly accurate; information provided is correct (e.g. page number when necessary, author name, etc.).	Most necessary points of information present in the citation but may not be complete; in-text citations included at a point where their inclusion is deemed necessary, but some detail omitted.	Most necessary points of information omitted from the citation; reference list is very weak or missing; in-text citations omitted at a point where their inclusion is deemed necessary.
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Essay structure: -Intro + Thesis statement -3 Body Paragraphs -Conclusion Task alignment Cohesion & coherence	Coherent, logical & concise organisation of information; clearly stated thesis; acknowledgment of counter argument; main arguments strong and extensively supported through appropriate rationale and examples from sources provided; ideas, sentences and paragraphs demonstrate expert and logical organisation and cohesion.	Coherent & somewhat logical & concise organisation of information; strong thesis; acknowledgment of counter argument; controlled and complete arguments; all components are quite well developed; introduction with clear position statement; body with reasons and detailed supporting evidence; conclusion reinforces the writer's position.	Information coherent; thesis present but may not elaborate; acknowledgment of counter argument; further structure refinement necessary; text contains an introduction, a body and conclusion; Ideas are supported with some elaboration.	Most information organised coherently; attempt at writing a complete thesis; acknowledgment of counter argument; minimal evidence of persuasive structure; structural components not clearly identifiable; limited ideas with simple elaboration.	Information organised incoherently; no clear thesis included; disciplinary language omitted entirely; no evidence of any structural components of a persuasive text.
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Final thoughts

- This is an introductory session
 - Further work/reinforcement needed
 - Further exploration around numeracy/computer literacy needed (Health Science students)
 - Other variables need to be considered (students' needs/challenges)
 - Type of assessment (in class assessments – format/timing/other)
 - **Student engagement is optional (how can I know what I don't know, I don't know?)**
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Q&A





Thank you

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