Professional Practice 1
ASSESSMENT RUBRICS

- **ASSESSMENT RUBRIC FOR WRITTEN TASKS**

Assessment criteria	Borderline/ Fail	P	Cr	D	HD
1. Includes all required sections of the task					
2. Demonstrates a coherent and innovative systems thinking and critical thinking					
3. High level of scholarship and research					
4. Well-developed arguments					
5. Argument well supported by evidence, examples, and analysis					
6. Well-structured report using a professional-looking format for reports (e.g. headings, subheadings, table of content)					
7. Demonstrated a good understanding of core theories/methods used in the task.					
8. Clarity and grammar (well-written, plain English, free as possible of jargons)					
9. Correct and consistent in-text referencing style (ideally using either Harvard or numbered endnote format)					

Student performance is assessed against achievement of the task and the learning outcomes as published on Programs & Courses and in the course outline for each assessment task. The overall judgment is expressed as a grade and or a mark, as outlined in Table above (see also ANU Policy: Student assessment (coursework) Table 1: Grades, numerical marks and standards for coursework courses).

■ ASSESSMENT RUBRIC FOR PRESENTATION TASKS

When you choose to communicate information, ideas or feelings about the topic, you must consider the register, which is the how, what, who of the communication.

- The **how** (mode) is the medium of communication: spoken or written. We want you to present in a scientific manner that is also accessible for your audience.
- The **what** (field) of the text is the topic or subject matter. This is the information that is trying to be conveyed
- The **who** (tenor) is the relationship between the speaker/writer and the audience/reader. An authority on a topic uses different language when addressing colleagues than that used when addressing learners.

Assessment criteria	Borderline/ Fail	P	Cr	D	HD
1. Demonstrates an understanding of the issues surrounding the presented topic.					
2. Uses a presentation structure that supports audience understanding of issues.					
3. Uses multimedia appropriate to audience, occasion, and purpose.					
4. Uses language and physical behaviours that are appropriate to the audience, occasion and purpose.					

Student performance is assessed against achievement of the task and the learning outcomes as published on Programs & Courses and in the course outline for each assessment task. The overall judgment is expressed as a grade and or a mark, as outlined in Table above (see also ANU Policy: Student assessment (coursework) Table 1: Grades, numerical marks and standards for coursework courses).

Audience	▪ Content is appropriate to audience ▪ All necessary information is identified & articulated – no questions left unanswered ▪ Clear examples, stories, anecdotes are used to communicate content to meet audience needs
Goals/purpose	▪ Message is clear, direct, easily understood & free of jargon ▪ Question is answered
Critical thinking	▪ Ideas are organised, logically developed and presented in reasonable sequence ▪ Emphasis is on key points and/or principles / identified and highlighted
Communication	▪ Communication is concise, brief and to the point ▪ Vocabulary and language level is appropriate ▪ Style & tone is appropriate for the audience ▪ Rules of grammar are observed, grammatically correct structures are used
Delivery	▪ Delivery is confident ▪ Posture is relaxed but professional ▪ Gestures, body language & facial expression is expressive ▪ Voice & volume is audible ▪ Pronunciation is clear

■ **ASSESSMENT RUBRIC FOR TOOLKIT TASK**

In evaluating your project we will look into the following items to assess the **quality** of your work:

- **The purpose and usability of the toolkit** *(if you have understood the topic well and your proposed tool is a useful mean for addressing the potential impacts of technology and engineering practices on people)*

- **The clarity of the topic** *(if you have identified the issue clearly. This is what practitioners will learn from using your tools, e.g. ethical practice, systems thinking, responsible innovation)*

- **Targeting a specific group of audience** *(if you have identified a key audience(s) for the toolkit)*

- **The creativity of toolkit** *(if you have come up with an innovative idea to translate the content into a tool).*
  Below you can find the rubric we will use to assess the creativity of the toolkit.

	Very Creative	**Creative**	**Ordinary/Routine**	**Imitative**
Variety of ideas and contexts	Ideas represent a startling variety of important concepts from different contexts or disciplines.	Ideas represent important concepts from different contexts or disciplines.	Ideas represent important concepts from the same or similar contexts or disciplines.	Ideas do not represent important concepts.
Variety of sources	Created product draws on a wide variety of sources, including different texts, media, resource persons, or personal experiences.	Created product draws on a variety of sources, including different texts, media, resource persons, or personal experiences.	Created product draws on a limited set of sources and media.	Created product draws on only one source or on sources that are not trustworthy or appropriate.
Combining ideas	Ideas are combined in original and surprising ways to solve a problem, address an issue, or make something new.	Ideas are combined in original ways to solve a problem, address an issue, or make something new.	Ideas are combined in ways that are derived from the thinking of others (for example, of the authors in sources consulted).	Ideas are copied or restated from the sources consulted.
Communicating something new	Created product is interesting, new, or helpful, making an original contribution that includes identifying a previously unknown problem, issue, or purpose.	Created product is interesting, new, or helpful, making an original contribution for its intended purpose (for example, solving a problem or addressing an issue).	Created product serves its intended purpose (for example, solving a problem or addressing an issue).	Created product does not serve its intended purpose (for example, solving a problem or addressing an issue).

Once you created your tools, develop a landing page to tie it all together, and host your creations. The landing page will make it easier for others to use your tools and learn about responsible thinking and practice from your team's perspective.