# Professional Practice
# ASSESSMENT RUBRICS

Australian National University

- 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 <u>reports</u>** (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) | | | | | |

■ 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. | | | | | |

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