

**Courtesy of Catherine Snelling, School of Dentistry, University of Adelaide**  
**Bachelor of Oral Health – Clinical Practice II OH**

**Rubric for MI Dentistry Essay – using RSDF levels**

	Level 1 Student engages with a closed enquiry and requires a high degree of structure and guidance	Level 2 Student engages with a closed enquiry and requires some structure and guidance	Level 3 Student engages independently in closed enquiry	Level 4 Student engages in open enquiry within structured guidelines
<b>1. Students embark on inquiry and so determine a need for knowledge and understanding</b>	<ul style="list-style-type: none"> <li>○ Identifies peripheral components of topic</li> <li>○ Minimal articulation of core components to oral health practice</li> </ul>	<ul style="list-style-type: none"> <li>○ Identifies core components of topic</li> <li>○ Adequate articulation of core components to oral health practice</li> </ul>	<ul style="list-style-type: none"> <li>○ Identification includes and goes beyond core components of topic</li> <li>○ Clear articulation of core components to oral health practice</li> </ul>	<ul style="list-style-type: none"> <li>○ Identification goes significantly beyond core components of topic</li> <li>○ Comprehensive articulation of core components to oral health practice</li> </ul>
<b>2. Students find/generate information/data using appropriate methodology</b>	<ul style="list-style-type: none"> <li>○ Search strategy is limited to a single source (eg internet) for finding information</li> <li>○ Content is partially relevant to topic and/or primarily drawn from one or two sources.</li> </ul>	<ul style="list-style-type: none"> <li>○ Search strategy uses more than one source for finding information</li> <li>○ Content is relevant to topic and primarily based on several sources</li> </ul>	<ul style="list-style-type: none"> <li>○ Search strategy includes multiple sources for finding information</li> <li>○ Content is relevant to topic and is drawn from a wide range of sources</li> </ul>	<ul style="list-style-type: none"> <li>○ Search strategy demonstrates rigorous data collection from multiple sources</li> <li>○ Content is highly relevant to topic and is drawn from a wide range of sources</li> </ul>
<b>3. Students critically evaluate information/data and the process to find/generate this information/data</b>	<ul style="list-style-type: none"> <li>○ Limited identification of the evidence utilised by information source</li> </ul>	<ul style="list-style-type: none"> <li>○ Identifies evidence utilised by information source, but does not evaluate its credibility or reliability</li> </ul>	<ul style="list-style-type: none"> <li>○ Identifies evidence utilised by information source, and attempts to discuss its credibility or relevance</li> </ul>	<ul style="list-style-type: none"> <li>○ Identifies evidence utilised by information source, and discusses its credibility or reliability</li> </ul>
<b>4. Students organise information collected or generated</b>	<ul style="list-style-type: none"> <li>○ Information not presented in an essay-type structure Problems with: _____ _____ _____ _____</li> <li>○ Only basic bibliographic details are recorded Problems with: _____ _____</li> </ul>	<ul style="list-style-type: none"> <li>○ Information is in an essay-type structure, but lacks coherent flow Problems with: _____ _____ _____ _____</li> <li>○ Bibliographic completeness, accuracy, or adherence to Harvard need attention Problems with: _____ _____</li> </ul>	<ul style="list-style-type: none"> <li>○ Essay writing convention generally followed with coherent flow Areas for improvement: _____ _____ _____ _____</li> <li>○ Bibliographic completeness, accuracy, or adherence to Harvard show minor errors Areas for improvement: _____ _____</li> </ul>	<ul style="list-style-type: none"> <li>○ Essay writing convention followed completely with coherent flow</li> <li>○ Bibliographic details complete, accurate and follow Harvard system</li> </ul>
<b>5. Students synthesise, analyse and apply new knowledge</b>	<ul style="list-style-type: none"> <li>○ Content largely restates information from original sources used, with minimal application to contemporary oral health practice</li> <li>○ Broadly based and superficial coverage, with little specific detail on key themes.</li> </ul>	<ul style="list-style-type: none"> <li>○ Content from original sources is minimally applied to contemporary oral health practice, but closely resembles that of original sources.</li> <li>○ Broadly based, but detailed information provided for at least one key theme.</li> </ul>	<ul style="list-style-type: none"> <li>○ Content incorporates paraphrasing of information and presents 'new' context from original sources; well applied to contemporary oral health practice.</li> <li>○ Focussed and in depth coverage of majority of key themes.</li> </ul>	<ul style="list-style-type: none"> <li>○ Content incorporates paraphrasing of information and presents 'new' context from original sources; thorough application to contemporary oral health practice.</li> <li>○ Focussed and in depth analysis of all key themes.</li> </ul>
<b>6. Students communicate knowledge and the process used to generate it with an awareness of cultural, ethical, economic, legal and social issues</b>	<ul style="list-style-type: none"> <li>○ Partially conforms to spelling and grammar conventions</li> <li>○ Inconsistencies in style, formatting and tone Problems with: _____ _____ _____ _____</li> </ul>	<ul style="list-style-type: none"> <li>○ Generally conforms to spelling and grammar conventions</li> <li>○ Some inconsistencies in style, formatting and tone Problems with: _____ _____ _____</li> </ul>	<ul style="list-style-type: none"> <li>○ Generally conforms to spelling and grammar conventions</li> <li>○ Minor inconsistencies in style, formatting and tone Areas for improvement: _____ _____ _____</li> </ul>	<ul style="list-style-type: none"> <li>○ Accurate spelling and grammar</li> <li>○ Appropriate and consistent style, formatting and tone</li> </ul>