

Human Biology I OH Rubric for Wiki and Poster Project

Facet of Inquiry	<i>Minimum Standard</i>	<i>Good Standard</i>	<i>High Standard</i>
A. Students embark on inquiry and so determine a need for knowledge/ understanding	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies peripheral/duplicated core components of topic <input type="checkbox"/> Minimal articulation of core components to oral health practice. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies core components of topic. <input type="checkbox"/> Clear articulation of core components to oral health practice. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identification includes and goes beyond core components of topic. <input type="checkbox"/> Comprehensive articulation of core components to oral health practice.
B. Students find/generate needed information/data using appropriate methodology	<ul style="list-style-type: none"> <input type="checkbox"/> Search strategy is limited to a single source (eg internet only) for finding information. <input type="checkbox"/> Content generated is partially relevant to the topic and/or primarily drawn from one or two sources. <input type="checkbox"/> Allocation of group roles to manage workflow is minimally identified on the wiki page. <input type="checkbox"/> Inequitable distribution of group work contribution with minimal evidence of shared leadership roles. 	<ul style="list-style-type: none"> <input type="checkbox"/> Search strategy uses several different sources (eg catalogues and databases) for finding information. <input type="checkbox"/> Content generated is relevant to the topic, and primarily based on several sources. <input type="checkbox"/> Allocation of group roles to manage workflow is identified on the wiki page. <input type="checkbox"/> Equitable distribution of group work contribution with evidence of shared leadership roles. 	<ul style="list-style-type: none"> <input type="checkbox"/> Search strategy includes multiple source types for finding quality information (eg scientific catalogues, library databases, search engines) <input type="checkbox"/> Content generated is relevant and draws on a wide range of sources. <input type="checkbox"/> Allocation of group roles to manage workflow is clearly detailed and identified on the wiki page. <input type="checkbox"/> Equitable distribution of high degree group work contribution and strong evidence of shared leadership roles.
C. Students critically evaluate information/data and the process to find/generate this information/data	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies indicators of sources credibility and reliability but does not fully apply them in evaluating data or process <input type="checkbox"/> Supporting evidence in search strategy only partially supplied and/or inappropriate Missing: _____ _____ <input type="checkbox"/> Minimal evidence of a team approach to reviewing, revising and editing group content contributions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies several relevant indicators of source credibility and reliability and provides appropriate rationale for use/inclusion of information. <input type="checkbox"/> Supporting evidence in search strategy supplied but some details inaccurate. Problems with _____ _____ <input type="checkbox"/> Evidence of a team approach to reviewing, revising and editing group content contributions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies a wide range of indicators of source credibility and reliability and fully applies these in selection of data for inclusion. <input type="checkbox"/> Supporting evidence in search strategy is extensive and appropriate. <input type="checkbox"/> Strong evidence of a team approach to reviewing, evaluating, revising and editing group content contributions.
D. Students organise information collected/generated	<ul style="list-style-type: none"> <input type="checkbox"/> The group use basic strategies to organise the wiki (eg headings, dot points etc.) but with little flow or connection. Problems with: _____ _____ <input type="checkbox"/> The group use basic strategies to organise the poster (eg layout, sections, choice of visuals etc.) with some explanations and basic conclusions. Problems with: _____ _____ 	<ul style="list-style-type: none"> <input type="checkbox"/> The group use several sound strategies to organise the wiki, with linkage between and within most sections. Problems with _____ _____ <input type="checkbox"/> The group use several sound strategies to organise the poster with accurate explanations and sound conclusions. Problems with _____ _____ 	<ul style="list-style-type: none"> <input type="checkbox"/> The group use a wide variety of strategies to organise the Wiki with coherent linkage between and within all sections <input type="checkbox"/> The group use a wide variety of strategies to organise the poster with accurate and complete explanations and draw distinct conclusions.
E. Students synthesise and analyse and apply new knowledge	<ul style="list-style-type: none"> <input type="checkbox"/> Content largely restates information from original sources used, with minimal integration. <input type="checkbox"/> Poster has a broadly based and superficial coverage, which does not specifically address the chosen learning outcomes 	<ul style="list-style-type: none"> <input type="checkbox"/> Information from original sources is integrated data but overall theme closely resembles that of the original sources <input type="checkbox"/> Poster has broadly based coverage, with detailed information provided for at least one of the chosen learning outcomes. 	<ul style="list-style-type: none"> <input type="checkbox"/> Content incorporates paraphrasing of information and presents 'new' interpretations/context from that of original sources. <input type="checkbox"/> Poster has a focussed and in-depth coverage of all chosen learning outcomes.
F. Students communicate knowledge and the process used to generate it, with an awareness of ethical, social and cultural issues	<ul style="list-style-type: none"> <input type="checkbox"/> Minimal coverage of poster appearance criteria. <input type="checkbox"/> Partially conforms to spelling, grammar conventions except for: _____ _____ <input type="checkbox"/> Partial/incomplete referencing Missing: _____ _____ 	<ul style="list-style-type: none"> <input type="checkbox"/> Moderate coverage of poster appearance criteria. <input type="checkbox"/> Generally conforms to spelling, grammar conventions; minor errors with: _____ _____ <input type="checkbox"/> Generally well referenced; Problems with _____ _____ 	<ul style="list-style-type: none"> <input type="checkbox"/> Complete and total coverage of poster appearance criteria. <input type="checkbox"/> Accurately conforms to spelling/grammar conventions. <input type="checkbox"/> Full and correct acknowledgement of all sources used in poster.