

CAA&P B Liver Function Practical Report Assessment: Marking

Attributes/Weighting <i>The student with research skill...</i>	Level I <i>Students research at the level of a closed inquiry* and require a high degree of structure/guidance</i>	Level II <i>Students research at the level of a closed inquiry* and require some structure/guidance</i>
1. Students embark on inquiry and so determine a need for knowledge/ understanding 10%	<ul style="list-style-type: none"> <input type="checkbox"/> Principle purposes/reasons for conducting liver function practical is stated but vaguely addressed <input type="checkbox"/> Aims/hypothesis stated, but unclear or inappropriate 	<ul style="list-style-type: none"> <input type="checkbox"/> Clearly and concisely identify several principle purposes/reasons for conducting liver function practical <input type="checkbox"/> Aims/hypothesis clearly stated and appropriate
2. Students find/generate needed information/data using appropriate methodology 10%	<ul style="list-style-type: none"> <input type="checkbox"/> Collect and record required information data using the methodologies outlined but with mistakes and omissions <input type="checkbox"/> Adapts protocol but inappropriate at times 	<ul style="list-style-type: none"> <input type="checkbox"/> Collect and record required information/data using the methodologies outlined <input type="checkbox"/> Adapts protocol when appropriate
3. Students critically evaluate information/data and the process to find/generate that information/data 10%	<ul style="list-style-type: none"> <input type="checkbox"/> Handling of information/data identifies sources of variation but not well understood <input type="checkbox"/> Selects information/data to use, but sometimes inappropriate 	<ul style="list-style-type: none"> <input type="checkbox"/> Handling of information/data shows realistic understanding of sources of variation <input type="checkbox"/> Selects appropriate information/data to use
4. Students organise information collected/generated 15%	<ul style="list-style-type: none"> <input type="checkbox"/> Represent data in appropriate mode (figures, tables, text) but with mistakes and omissions <input type="checkbox"/> Ideas/data not clearly linked 	<ul style="list-style-type: none"> <input type="checkbox"/> Represent data in appropriate mode (figures, tables, text) <input type="checkbox"/> All sections of report linked with coherent flow within and between sections <input type="checkbox"/> Clear written description of data (<u>not</u> discussion)
5. Students synthesise and analyse and apply new knowledge 45%	<ul style="list-style-type: none"> <input type="checkbox"/> Report largely restates data from main sources used, with minimal integration across sources <input type="checkbox"/> Broadly based and superficial coverage, with little specific detail about key themes <input type="checkbox"/> Limited synthesis of data with literature 	<ul style="list-style-type: none"> <input type="checkbox"/> Report presents integrated ideas/ data but overall theme closely resembles that of original sources <input type="checkbox"/> Broadly based, but detailed information provided for at least one key theme <input type="checkbox"/> Data compared <u>or</u> contrasted with literature
6. Students communicate knowledge, understanding and the process used to generate it, with an awareness of ethical, social and cultural issues 10%	<ul style="list-style-type: none"> <input type="checkbox"/> Title is present <input type="checkbox"/> Partial and/or incorrect acknowledgement of sources within text of report <input type="checkbox"/> Partial/incorrect reference list provided 	<ul style="list-style-type: none"> <input type="checkbox"/> Title clearly and succinctly reflects contents of report <input type="checkbox"/> Full and correct acknowledgement of all sources within notes and report <input type="checkbox"/> Reference list contains all sources cited

