

### Wiki 1 Formative Assessment criteria and standards

Facet/Level	HD: Excellent (>8.5)	D: Very Good (7.5-8.4)	Cr: Good (6.5-7.4)	P Satisfactory	B/L	F
AI. Respond to questions/tasks in assignment	Responded to all questions/tasks	Responded to all questions/tasks	Responded to all questions/tasks	Responded to most questions/tasks	Responded to only some questions/tasks	Did not respond to questions/tasks
BI. Collect and record required information from prescribed source in which info/data is clearly evident	Used all recommended resources; required information is complete and accurate	Used all recommended resources; required information is complete and accurate	Used most recommended resources; required information is mostly complete and accurate	Used most recommended resources; required information is complete but superficial, or partly complete, or contains some inaccuracies	Only used one or two recommended resources; required information is lacking or inaccurate	Required information is mostly lacking
CII. Evaluate the <i>relevance of the textual</i> information using prescribed criteria	Only relevant information used	Only relevant information used	Mostly relevant information used, minor irrelevant information	Not all relevant information used; some irrelevant information used	Lack of distinction between relevant and irrelevant material	Mostly or large amount of irrelevant information
DII. Organise information using a simple prescribed structure	Very well-organised information at the level of detail (eg all sentences and paragraphs make sense, information all related); very coherent response (eg all the parts are organised logically and all are linked and related)	Well-organised information at the level of detail (eg all sentences and paragraphs make sense, information all related); coherent response (eg all the parts are organised logically and mostly linked and related)	Mostly well-organised information at the level of detail (eg most sentences and paragraphs make sense, information mostly related); mostly coherent response (eg most parts are organised logically and mostly linked and related)	Organised information at the level of detail but some weaknesses (eg some sentences and paragraphs do not sense, some information not related); generally coherent response with some weaknesses (eg some parts are not organised logically and/or not linked and related)	Poorly organised information at the level of detail but some weaknesses (eg sentences and paragraphs do not sense, information not or poorly related); non-coherent response (eg parts are not organised logically and not linked and related)	No organisation or coherence
EI. Apply information to reproduce existing knowledge in prescribed formats.	Clearly and completely applies knowledge to all aspects of scenario/questions; [whole is greater than sum of parts – how to express?]	Clearly and mostly completely applies knowledge to all aspects of scenario/questions; [whole is greater than sum of parts – how to express?]	Clearly applies knowledge to most aspects of scenario/questions	Applies knowledge to some aspects of scenario but includes limited and/or some errors in application; knowledge may be simply re-stated from sources	Very limited or erroneous application of knowledge to scenario; knowledge re-stated/plagiarised	Erroneous or absent application of knowledge to scenario
FIII. Use mostly discipline specific language and appropriate genre to demonstrate knowledge and understanding within a field from a scholarly (ie dental science) perspective and for a specified audience (dental students and educators)	Used appropriate behavioural and dental science terminology, no lay terms, no errors; academic language, expression clear; appropriate presentation format (eg headings, tables, charts, diagrams as required); fits word limit; accurate Harvard referencing	Used appropriate behavioural and dental science terminology, no lay terms, a few minor errors; academic language, expression clear; appropriate presentation format (eg headings, tables, charts, diagrams as required); fits word limit; accurate Harvard referencing	Used generally appropriate behavioural and dental science terminology, a few lay terms, some errors; mostly academic language, expression mostly clear; generally appropriate presentation format (eg headings, tables, charts, diagrams as required); fits word limit; mostly accurate Harvard referencing	Used some behavioural and dental science terminology and terms, some errors; some weaknesses in academic language and clarity, some appropriate presentation format (eg headings, tables, charts, diagrams as required); fits word limit; some errors in Harvard referencing	: Poor or limited use of behavioural and dental science terminology and terms, errors; weaknesses in academic language and clarity, lacking appropriate presentation format (eg headings, tables, charts, diagrams as required); does not fit word limit; errors or limited Harvard referencing	Very poor or limited use of behavioural and dental science terminology and terms, major errors; major weaknesses in academic language and clarity, absence of presentation format (eg headings, tables, charts, diagrams as required); does not fit word limit; major errors or limited Harvard referencing