

Marking Tips and Strategies

Common errors you may encounter:

- the reflection is not focusing on **one** skill and/or this skill does not match the actions taken to resolve the situation/complete the task
- trouble differentiating actions of the individual (“I” statements) vs. the actions of the group (“we” statements)

This document outlines how to address these issues and elaborates on other areas of the rubric that may require further elaboration.

ePortfolio

Bolding: if it is not used, or used incorrectly, do not give the marks

Design – communicating the professional purpose: is it clear that the emphasis is on what skills are being developed? For example, does the reflection title or image caption make specific reference to the skill?

Digital artefact: formatting of the artefact (e.g. cropped, clear image, labelled, etc.) vs. quality of the artefact (i.e. does it support what’s being said in the reflection?) are two different things. The first is evaluated in “ePortfolio design” and the second in “Digital artefact supporting the reflection”

Digital artefact - supporting evidence: should someone get credit for providing an artefact that provides evidence of the result? No, it needs to provide evidence of the process (i.e. how they resolved the situation/completed the task), rather than the result.

Adapting the layout: here is an excellent [example](#) of how a student can adapt their layout to highlight and further explain the important elements of the reflection and the digital artifact, particularly in the use of descriptors and additional material provided.

Organization

Linking content vs. logical connections: linking content evaluates if the reflection is conceptually linked, i.e. does it have narrative cohesion; whereas logical connections evaluates the structure of the reflection, i.e. is there clear transitions between sections

Actions

Situation/Task and My Actions mismatch: what do you do if the actions **described** in the My Actions section do not match the **named** skill/behaviour in the Situation/ Task section? Because the student does not correctly **name** the skill/behaviour that they used to **resolve the situation** (as described in the Actions section), he/she should not receive the marks for (incorrectly) naming the skill/ behaviour in situation/task section. Do not click off the 2 D-level radio buttons, "Names which of the professional skills in the assignment was used to resolve the situation or task" and "Names which professional behaviour

associated with the professional skill was used to resolve the situation or task." You may still give marks for **describing** the situation and **choosing** a relevant skill/behaviour in the section (the 3 C-level radio buttons)

Note: this feedback will not be immediately clear to students who mismatched their skill/behaviour in the Situation/Task/My Action sections, so it is important to explain why they did not receive marks, which your not awarding marks in the Situation/Task section will underscore

Independent actions: ensure student is differentiating their actions from that of others (i.e. do most of their actions describe what "I" did or what "we" did). Marks allocated for this in My Actions (C-level) & Results (D-level)

My Actions – connections to other skills: this is not simply mentioning an additional skill; it has to be clear that the skill is being described in relation to the primary skill or behaviour. For example, in talking about leadership, "I had to use my *communication skills* to motivate my team by..."

Communication

Writing: there is currently no explicit assessment of grammar. In future iterations, it will be broken out from the D-level achievement.

Writing – unique voice: after reading the reflection, do you feel like you have gotten to know the student (e.g. has their personality and unique way of approaching/seeing things come through)

Proofreading: errors that seem more to do with not reading over reflection (e.g. forgetting "was" in "my experimenting not over"), particularly when compared with the overall quality of the writing. Note that this section also includes technical errors as well. If these errors are noticeable, err on the side of caution and do not award the marks, since we are encouraging submissions that are of professional quality.

General suggestions

Be conservative in marking in the 1st assignment so students have room to improve by end of term. A-level work is reserved for the truly clear, compelling and professional ePortfolios.

On the research side, our team is more interested in tracking the level of improvement over the 3 assignments over the term, rather than having absolute agreement on the achievement levels for each individual assignment. Feel free to mark to reflect the standards for your discipline.

