

ESE:O – CARTA MANUAL

Appendix 2

Assessment Rubrics

ese:o
escritura para liderar



APPENDIX 2: ASSESSMENT RUBRICS



Rubrics list the achievable accomplishments that are expected in a task, assignment or piece of writing.¹ They are useful as a checklist for reviewers' assessments and feedback. In assessment, they save time and help ensure uniformity of standards and fairness; in feedback, they serve to highlight areas that need improvement.

For example, by receiving feedback in the form of a rubric plus specific comments, CARTA fellows know which areas of their work need priority attention before submitting the final version of the literature review chapter. This way, they can avoid wasting valuable time working on areas that have already reached acceptable standards.

The best rubrics are those based on the actual experience of teaching students and reviewing their work. As teachers, you come to know the most common areas of weakness and the challenges that your students face. With this knowledge you can build a made-to-measure rubric that should lighten your review workload and help them as well.

Some rubrics not only list indicators of success but also describe in detail the quality of performance for each item— usually with up to five levels. The rubric below is designed to measure only the achievement of the levels of performance required to “pass” the workshop, although outstanding work can be fully acknowledged in the “observations” box. Thus, this rubric has only three levels: “achieved”, “partially achieved”, and “not achieved”. Instructors' comments on the rubric provide the detail needed for workshop participants to understand where their work falls short of the expected standard and to improve their level.

The rubric below is currently used for assessment of the final assignment of the CARTA-ESEO writing workshop, a 5,000-word draft of a dissertation literature review chapter. It builds on the experience of teaching this workshop over a period of nine years. The completed rubric is sent to CARTA fellows prior to JAS 2, at the close of the online workshop, and is shared with their supervisors and relevant CARTA staff. Fellows then have several months to make improvements before submitting their final version, which is assessed using the same rubric.

The rubric is meant to be used in conjunction with the ESE:O Manual. It is divided into three sections: *Overview*, *Argument and Critical Discussion*, and *Writing Issues*. In brackets after each item you can find the relevant Manual references for explanations and tips.

¹ “A rubric is a learning and assessment tool that articulates the expectations for assignments and performance tasks by listing criteria, and for each criterion, describing levels of quality”.
<https://teaching.berkeley.edu/resources/assessment-and-evaluation/design-assessment/rubrics>

CARTA-ESE:O ASSESSMENT RUBRIC

Name of fellow

A. OVERVIEW

1. Title

TITLE	ACHIEVED	PARTIALLY ACHIEVED	NOT YET ACHIEVED	OBSERVATIONS
Is relevant to the discipline				
Is of an adequate length				
Motivates reading the text				
Successfully identifies the research problem and locates it geographically				

2. Keywords

KEYWORDS	ACHIEVED	PARTIALLY ACHIEVED	NOT YET ACHIEVED	OBSERVATIONS
There are at least 5 keywords				
They relate coherently to the research problem and the title of the work				
Each belongs to a conceptual category recognized in the discipline				
They help expand search criteria for the study				

3. Structure

STRUCTURE	ACHIEVED	PARTIALLY ACHIEVED	NOT YET ACHIEVED	OBSERVATIONS
There is a table of contents, with correctly numbered sections/subsections				
There are Introduction and Conclusions sections				
The research gap and conceptual framework are given due prominence				
The order of sections is coherent and follows the development of the argument				
Sections and subsections have appropriate titles				
A list of acronyms is present where appropriate				

4. Research gap

RESEARCH GAP	ACHIEVED	PARTIALLY ACHIEVED	NOT YET ACHIEVED	OBSERVATIONS
The research gap is described and explained, based on full critical discussion of the literature				
A mind map is used to depict the gap graphically and is explained to the reader				
How the author intends to fill the gap is described, emphasising what is				

new about the research				
The intended health or policy impact of the research is highlighted and credibly argued				

5. Voice and opinion

VOICE AND OPINION	ACHIEVED	PARTIALLY ACHIEVED	NOT YET ACHIEVED	OBSERVATIONS
A personal and critical voice emerges, with clear opinions on key issues				
Opinions are based on a properly critical review of the evidence and/or literature				
Suitable language is used to convey the confidence level of opinions				

6. Concepts and conceptual framework

IMPACT	ACHIEVED	PARTIALLY ACHIEVED	NOT YET ACHIEVED	OBSERVATIONS
The theory and concepts underlying the research are clearly explained				
Concepts and technical terms, whether key or ancillary, are properly understood and employed				
A concept map is included to show graphically the relationship				

between concepts in the research				
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B. ARGUMENT AND DISCUSSION

1. Argument

ARGUMENT	ACHIEVED	PARTIALLY ACHIEVED	NOT YET ACHIEVED	OBSERVATIONS
The central research problem is clearly stated early on				
The argument drives the discussion of the literature, and not vice versa				
The argument develops fluidly, is critically robust and shows the study's relevance to the discipline/field				
The conclusion serves to strengthen the argument rather than just repeat it				

2. Research problem

RESEARCH PROBLEM	ACHIEVED	PARTIALLY ACHIEVED	NOT YET ACHIEVED	OBSERVATIONS
The research problem is named, located geographically and expressly linked to the research gap				
The research problem is related to an explicit theoretical discussion, supported by key bibliographical references				

3. Critical discussion

CRITICAL DISCUSSION	ACHIEVED	PARTIALLY ACHIEVED	NOT YET ACHIEVED	OBSERVATIONS
Sources are critically discussed, not just summarised				
Different positions or findings in the literature are compared and contrasted				
The literature cited is relevant and serves to enrich the argument				
There is no "ventriloquism" or vicarious use of others' texts				
The critical discussion shows the author's ability to mobilize ideas and create new ways of seeing things.				

4. Engaging with the literature

ENGAGING WITH THE LITERATURE	ACHIEVED	PARTIALLY ACHIEVED	NOT YET ACHIEVED	OBSERVATIONS
A literature review matrix was built to register and compare key points in the studies cited				
Reading is strategic, focusing on the most relevant ideas, concepts and findings				
Reading is well comprehended and related productively				

to both broader theoretical issues and the author's own concerns				
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5. Evidence

EVIDENCE	ACHIEVED	PARTIALLY ACHIEVED	NOT YET ACHIEVED	OBSERVATIONS
Evidence cited is to the point and strengthens the argument				
The presentation of evidence is fair and consistent with the principles of academic integrity				
The author is able to judge when evidence lacks credibility, and when it is still valid despite weaknesses				
The author is frank in acknowledging flaws in the argument due to insufficient evidence				

6. Citation and bibliography

CITATION AND BIBLIOGRAPHY	ACHIEVED	PARTIALLY ACHIEVED	NOT YET ACHIEVED	OBSERVATIONS
Sources are correctly referenced.				
An accepted referencing style is followed throughout the				

document				
Ideas and graphics that reproduce or borrow from others' work are always acknowledged				
Direct quotations are properly formatted and referenced with a page number where possible				
Citation is limited to relevant texts that illustrate or develop the point being made, and multiple citations are avoided				
The reference list includes all the sources cited in the document				
The full bibliography also includes sources consulted but not cited in the document.				
The full bibliography contains at least 100 references.				

C. WRITING ISSUES

1. Clarity, continuity and coherence

CLARITY, CONTINUITY, AND COHERENCE	ACHIEVED	PARTIALLY ACHIEVED	NOT YET ACHIEVED	OBSERVATIONS
The text is divided into paragraphs of a reasonable length				
Each paragraph has a single main idea				
Topic sentences are used effectively				
Connecting words or phrases are used effectively				
The writing is concise and clear and achieves a good reading rhythm, avoiding wordiness and excessive brevity				
There are few long sentences (with more than 25 words)				

2. Grammar, punctuation, and language

GRAMMAR, PUNCTUATION, AND LANGUAGE	ACHIEVED	PARTIALLY ACHIEVED	NOT YET ACHIEVED	OBSERVATIONS
The text is generally free of grammatical errors				

The text is generally free of punctuation errors				
The words chosen are generally correct in the context				
The language style is appropriate for academic publication				
Acronyms are used appropriately and explained at first mention				