

RADY 5025 - Case Study Presentation Marking Rubric

Student Name:

Student Sonographer follows set boundaries but limited directions from Educator to channel research.	FAIL	MEETS STANDARDS	EXCEEDS STANDARDS		
		Pass	Credit	Distinction	High Distinction
Content (Template & PowerPoint) A. Student embarks on research to clarify and introduce information on background of topic. B. Student finds/generates data needed to learn anatomy, physiology, pathology. C. Student evaluates and reflects on the information obtained to select the correct technique and procedure based on organizational protocols, with a knowledge of professional standards to deliver patient focused services. D. Student presents their findings in an organized manner. E. Student analyses and synthesizes the information to interpret the findings, modify or extend the scan based on this evaluation based on the sonographic appearances . F. Student communicates findings effectively in both the template and PowerPoint presentation and can demonstrate knowledge from a clinical perspective. Weighting - 50%	-Slides do not contain relevant information . - Limited information provided. -Template topics are not addressed . - Limited evidence of understanding of ultrasound terminology. - Limited or no evidence of understanding of anatomy, physiology and pathology related to chosen topic. - Limited or no evidence to demonstrate understanding of theory underpinning clinical aspects related to chosen topic. - Little or no evidence of knowledge synthesis and integration across sources.	-Some slides do not contain relevant information . - Some parts of important information are missing or are incorrect. -Template topics are addressed but not discussed or elaborated on. -Evidence of some understanding ultrasound terminology. -Evidence of some understanding of anatomy, physiology and pathology related to chosen topic. -Evidence of some understanding of theory underpinning clinical aspects related to chosen topic. - Adequate interpretive and analytical ability. - Content covered but is descriptive rather than analytical .	- Most of the relevant concepts have been identified. - Some parts of important information are missing or incorrect. -Template topics are discussed but more material is needed. -Evidence of satisfactory understanding of ultrasound terminology. -Evidence of satisfactory understanding of anatomy, physiology and pathology related to chosen topic. - Consistent evidence of satisfactory understanding of the theory underpinning clinical aspects related to chosen topic. - Good interpretive and analytical ability. - Content covered well and demonstrates some analysis .	- Most of the relevant concepts have been identified clearly. -Template topics are discussed but more material is needed . -Evidence of comprehensive understanding of ultrasound terminology. -Evidence of comprehensive understanding of anatomy, physiology and pathology related to chosen topic. - Consistent evidence of comprehensive understanding of the theory underpinning clinical aspects related to chosen topic. -Demonstrates a high level of interpretive and analytical ability. - Content covered and analysed well .	- All relevant concepts have been identified. -Template topics are discussed clearly and in an organised manner . -Consistent evidence of comprehensive understanding of ultrasound terminology. - Consistent evidence of comprehensive understanding of anatomy, physiology and pathology related to chosen topic. - Consistent evidence of exceptional understanding of the theory underpinning clinical aspects related to chosen topic. -Demonstrates a high level of interpretive and analytical ability and intellectual initiative . - Shows substantial insight in identifying key concepts of chosen topic.

Presentation/Graphics (PowerPoint) Student communicates findings described in template effectively in the PowerPoint presentation using appropriate terminology and presentation skills. <i>Weighting - 25%</i>	- No effort has been made to alter slide appearance. - No graphics or effects incorporated. - Limited information presented. - No voice recording included on slides.	- Minimal effort has been made to alter slide appearance. -Slides are not easy to read . -The amount of text is too great for the space provided. -There is limited use of graphics or effects. -Voice recording not included on all slides.	- Changes have been made to alter slide appearance. -Slides are easy to read . -The amount of text is too great for the space provided. - Less than half the slides have graphics or effects. -Voice recording included on all slides .	-Slides are attractive . -Text is easy to read . - More than half the slides use graphics and effects to enhance the presentation. -Voice recording included on all slides .	-Slides are attractive . -Text is easy to read . -Graphics and effects are used throughout to enhance the presentation. -Voice recording included on all slides .
Communication (Parts B & C) Student communicates effectively with colleagues in a thoughtful and positive manner. <i>Weighting - 15%</i>	- No questions posted on the discussion forum. -Answers to questions asked on the discussion forum insufficient or incomplete . -Language is not respectful .	-Questions posted on the discussion forum lack clarity and depth . -Answers to questions asked on discussion forum responded to briefly and some information is inaccurate . -Language is respectful .	-Questions posted on the discussion forum are adequate . -Answers to questions asked on the discussion forum responded to but need further explanation . -Language is respectful .	-Questions posted on the discussion forum are clear and thought provoking . -Answers to questions asked on the discussion forum responded to accurately . -Language is respectful .	-Questions posted on the discussion forum are sophisticated, have depth and are thought provoking . -Answers to questions asked on discussion forum responded to thoroughly and accurately . -Language is respectful .
Academic Integrity & Grammar <i>Note: if the student fails this category, then the overall mark is a fail and they will be referred to the academic integrity officer.</i> <i>Weighting - 10%</i>	- Insufficient or no evidence of widescholarly reading and citation of literature. -Literature if cited is limited in number and incomplete. - No evidence of paraphrasing. - Inconsistent referencing. - Multiple typographic, grammatical and punctuation errors.	- Limited evidence of wide scholarly reading and citation of literature. - Multiple mistakes made using referencing style as advised. - Limited paraphrasing of data and ideas seen. - Some integration of sources to cover key concepts which is primarily summarised in a descriptive manner. -Writing has several typographic, grammatical and punctuation errors throughout.	- Clear evidence of wide scholarly reading and citation of literature complete with a few credible peer-reviewed, resources. - Minor mistakes made using referencing style as advised. - Some paraphrasing of data and ideas seen. - Good integration from the various sources and these are used to cover key concepts with some analysis. -Writing has some typographic, grammatical and punctuation errors throughout the assignment.	- Clear evidence of wide scholarly reading and citation of literature complete with a variety of credible peer-reviewed resources. - Appropriate referencing style as advised for most of the assignment. - Mostly consistent paraphrasing of data and ideas seen. -Sources are integrated and analysed well in the content of the discussion to cover key concepts. -Writing has limited typographic, grammatical and punctuation errors throughout the assignment.	- Clear evidence of wide scholarly reading and citation of literature complete with a variety of credible peer-reviewed resources. - Appropriate referencing style used throughout the assignment as advised. - Consistent paraphrasing of information seen. -Sources are integrated exceptionally well in the content of the discussion to cover a comprehensive analysis of key concepts. -Writing is free of typographic, grammatical and punctuation errors. -Writing style is coherent, easy to follow and flows well .

