

Example assessment & marking criteria

Assessment type:	Problem solving
Subject:	SPH306 - Evidence-Based Management of Stuttering This subject introduces students to the study of stuttering and its management. Students learn about the nature of the disorder, theories of the cause of stuttering, and management options. Within this context, students explore and apply the principles of evidence-based practice.
Subject learning outcomes:	<ul style="list-style-type: none"> • be able to explain theoretical positions, their clinical reasoning and practical clinical choices, with reference to theoretical and empirical stuttering literature; • be able to recognise and solve problems related to the management of stuttering; • be able to develop measurement and other clinical skills necessary for competent management of stuttering; • be able to apply the principles of evidence-based practice to the management of stuttering.

Assessment task:	3. Working with clients who stutter
Value & length:	40% 2500 words
Task description:	<p>In this assessment item you will prepare written answers to four (4) questions related to the clinical assessment and/or management of clients who stutter. Collectively, questions cover information related to CBOS Units 1-4, so please refer to your CBOS document as you are preparing your answers. Each question is weighted equally. It is strongly suggested that the word limit be divided equally across the questions. Questions will be released in week 10 of session.</p> <p>Your notes will be a valuable resource, and extra reading, such as from your readings or texts, is required. Whatever you do read, read critically. In other words, don't believe everything you read. Assess it for yourself, and consider whether it is logical and consistent with your developing knowledge. Be careful to correctly cite and reference any texts, other books, and journal articles you do use (using APA referencing).</p> <p>In order to pass this assessment item, your answer to each question must meet the PASS level descriptor for each criterion identified in the marking rubric. If you do not meet the pass level descriptor for each criterion and your mark is higher than 20/40, you may be offered an AA grade.</p>

	<p>This assessment item must be passed (i.e., meet the pass level descriptor for each criterion, obtaining a mark of at least 20/40) in order to pass the subject.</p>
<p>Rationale:</p>	<p>This task is designed to evaluate your ability to identify and explain stuttering related assessment and/or intervention considerations and apply clinical reasoning and problem solving in a series of clinical scenarios. Successful completion of this assessment item (i.e., PS grade or a score of 20 or more out of 40) can be used as evidence of entry-level competence in planning assessment and planning intervention for children and adults who stutter.</p> <p>This assignment addresses the following learning objectives:</p> <ul style="list-style-type: none"> be able to explain theoretical positions, their clinical reasoning and practical clinical choices, with reference to theoretical and empirical stuttering literature; be able to recognise and solve problems related to the management of stuttering; be able to apply the principles of evidence-based practice to the management of stuttering.

What the marker will be looking for is identification and explanation of the relevant concepts studied in class and the application of these concepts to the questions. In particular, it is important that you link your answers with client factors, evidence based practice principles, and demonstrate your understanding of how theoretical and empirical literature inform clinical practice.

See the marking rubric for further information. The rubric will be applied separately to each of the 4 questions.

Marking criteria & standards of performance

Initial subject developed by Dr Linda Wilson, Speech Pathology Program, Charles Sturt University; Professor Mark Onslow, Director of the Australian Stuttering Research Centre, The University of Sydney; and Dr Sally Hewat, Speech Pathology Program, The University of Newcastle. 2016 marking rubric developed by Dr Lisa Brown.

Criteria	HD	DI	CR	PS	FL
<p>Identification and explanation of stuttering related assessment and/or intervention considerations arising from exam question</p> <p>3 marks</p>	<p>Answer identifies and succinctly explains all core and some additional considerations for entry-level assessment and/or intervention with the client, including identification, documentation, and integration of assessment and/or intervention data in a highly sophisticated manner.</p>	<p>Answer identifies and succinctly explains all core and some additional considerations for entry-level assessment and/or intervention with the client, including identification, documentation, and integration of assessment and/or intervention data.</p>	<p>Answer identifies and succinctly explains all core considerations required for entry-level assessment and/or intervention with the client, including identification, documentation, and integration of assessment and/or intervention data.</p>	<p>Answer identifies and explains all core considerations required for entry-level assessment and/or intervention with the client, including identification, documentation, and integration of assessment and/or intervention data.</p>	<p>Answer does not identify enough considerations for entry-level service provision to the client, with incomplete identification and documentation, or insufficient integration of client assessment and/or intervention data.</p>
<p>Application of clinical reasoning and problem solving to exam question</p> <p>6 marks</p>	<p>Answer includes highly developed critical evaluation, interpretation, and synthesis of information from class notes/readings and a wide variety of additional sources demonstrating strong ability to apply and justify problem solving skills in collaboration with the client and/or others, and adapt assessment and/or intervention services as needed with consideration of ethical and legal guidelines.</p>	<p>Answer includes highly developed critical evaluation, interpretation, and synthesis of information from class notes/readings and a variety of additional sources demonstrating strong ability to apply problem solving skills in collaboration with the client and/or others, and adapt assessment and/or intervention services as needed with consideration of ethical and legal guidelines.</p>	<p>Answer includes critical evaluation, interpretation, and synthesis of information from class notes/readings and additional sources demonstrating strong ability to apply problem solving skills in collaboration with the client and/or others, and adapt assessment and/or intervention services as needed with consideration of ethical and legal guidelines.</p>	<p>Answer includes critical evaluation, interpretation, and synthesis of information from class notes/readings and some additional sources demonstrating ability to apply problem solving skills in collaboration with the client and/or others, and adapt assessment and/or intervention services as needed with consideration of ethical and legal guidelines.</p>	<p>Answer includes incomplete evaluation, interpretation, and/or synthesis of information, and/or uses limited information from class notes/readings, and demonstrates incomplete or inconsistent ability to apply problem solving skills in collaboration with the client and/or others, and adapt assessment and/or intervention services as needed and/or does not show due consideration of ethical and legal guidelines.</p>

<p>Presentation and professional writing style</p> <p>1 mark</p>	<p>Answer is written using academic language. No spelling or grammatical errors. APA 6th Ed. referencing style used with no errors</p>	<p>Answer is written using academic language. No spelling or grammatical errors. APA 6th Ed. referencing style used with no errors</p>	<p>Answer is written using academic language. Fewer than 5 spelling or grammatical errors. APA 6th Ed. referencing style is used with some errors.</p>	<p>Answer is written using academic language. Fewer than 5 spelling or grammatical errors. APA 6th Ed. referencing style is used with some errors.</p>	<p>Answer does not meet pass requirements</p>
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