

VAPS

# Assessment and Reporting Toolkit

ETHICAL CAPABILITY RESOURCES



Education  
and Training

VAPS acknowledges the support of the Department of Education and Training through the Strategic Partnerships Program.



# Assessment and Reporting Toolkit



In December 2015, Victoria’s conceptualisation of the national curriculum General Capabilities (or what it now simply calls the ‘Capabilities’) took on a new twist with the inclusion of what it announced as a ‘key innovation’; namely, its

*. . . representation of the kinds of learning now characterised under the category of ‘capabilities’ as discrete and identifiable knowledge and skills that can be taught, learnt and assessed . . . This conceptual framework is reflected in the design of the Victorian Curriculum F-10 by the positioning of the capabilities as areas of learning in their own right rather than simply indicating how they might be drawn out in different learning areas. . .*

*. . . This is not to propose that a capability [ . . . ] can or should be assessed in a form separated from the discipline-based learning area in which students are engaged. Rather, it is to be argued that the metacognitive capacities that students develop and demonstrate in different, specific, discipline-based contexts can be assessed and an on-balance judgement made . . .<sup>1</sup>*

In short, there was an acknowledgement in Victoria’s conceptualisation of the curriculum that ‘the capabilities are a set of discrete knowledge and skills, not a statement of pedagogies’<sup>2</sup>, to be regarded as a developmental continuum, or progression of learning, and that all students would benefit from explicit instruction in these areas. Consequently, from 2017 onwards, all Victorian schools were required to develop, assess and report on the areas of learning defined by the Capabilities in addition to the key learnings.

Fortunately, Victorian teachers who have now been charged with the task of developing, assessing and reporting on the capabilities, like Ethical Capability, have found themselves grappling with the same issues that historically have preoccupied those already working in the area of philosophy for children (P4C) with its community of philosophical enquiry pedagogy.

The VAPS Tool-Kit for Ethical Capability, with its sample assessment templates and protocols, has been put together for teachers new to the community of enquiry pedagogy and who wish to weave this capability into their practice. More specifically, it consists of:

- A. Student Self-Assessment and reflection tools; and
- B. Templates for teachers to collect data on class and individual student performance within a Community of Ethical Inquiry.

The Ethical Capability assessment task resources and guidelines can be found at: <http://www.education.vic.gov.au/School/teachers/support/Pages/assessment.aspx>

These were extended in 2018 to include the: [Guide to Formal Assessment Rubrics](#)

<sup>1</sup> The Assessment and Reporting Kit. p 12.  
<sup>2</sup> Ibid.



# Assessment and Reporting Toolkit



## DEVELOPMENT VERSUS DEFICIT

All diagnostic, formative and summative assessment tools in the Tool Kit are informed by the developmental approach to learning and assessment.

Put simply, a developmental approach

*... elaborates on the paradigm within which the aim of education becomes the movement of student learning along a path of increasing complex knowledge, skills and abilities. Under this model, the teacher's attention is focused on a student's readiness to learn so that the instruction can be designed to build upon the current level of learning. This developmental model sits in contrast to the deficit approach, which instead focuses on diagnosing and then remediating the things a student cannot do.<sup>3</sup>*

In other words, the developmental approach 'recognises the developmental level at which students are actually operating, and targets instruction to focus on the skills and knowledge the student needs to develop in order to move to the next level. The focus is on development, not deficit'.<sup>4</sup> It is a conceptualisation of learning, as Patrick Griffin notes<sup>5</sup>, that aligns with Robert Glaser's (1921-2012) theoretical framework of assessment interpretation known as a criterion-referenced interpretation (Glaser 1981):

“ *The cornerstone of his framework is that knowledge acquisition can be conceptualised as a continuum, ranging from low to high proficiency. Points on the continuum are identified by behavioural criteria that indicate a particular level of proficiency has been reached. Thus the aim of criterion-referenced interpretation is to 'encourage the development of procedures whereby assessments of proficiency could be referred to stages along progressions of increasing competence.'*(1981, p. 935).<sup>6</sup>

This criterion-referenced interpretation coupled with the shift away from a deficit model of learning and assessment towards a developmental approach, has arguably made Ethical Capability less onerous and entirely possible to teach and assess.

P4C, with its community of philosophy of enquiry pedagogy, and particular emphasis on dialogic practice, is well positioned and indeed should constitute a key component to any developmental approach that seeks to actively cultivate in students ethical competency. The resources, of course, are not exhaustive but are simply intended to provide teachers with one approach of how Ethical Capability, with its two strands, titled Understanding Ethical Concepts and Decision-making and Actions, can be addressed.

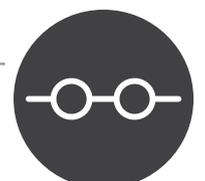
As part of its suite of workshops to familiarise and train teachers in ethical inquiry and the Capabilities, the Victorian Association for Philosophy in Schools (VAPS) will be offering an Assessment and Reporting workshop to enable them to create rubrics specific to the cohort of students they are working with. Details of this Workshop 4 can be found on the VAPS website: [www.vaps.vic.edu.au](http://www.vaps.vic.edu.au)

3 Griffin, P. Assessment for Teaching, (New York, Cambridge University Press, 2014) p. 28.

4 Ibid. p.15.

5 Ibid. p. 28.

6 Ibid. pp. 28 – 29.



# Assessment and Reporting Toolkit



## ASSESSMENT TOOLKIT

---

### FOR THE CLASSROOM

**Student Self-Assessment and reflection tools following ethical inquiry.**

- Point of View Continuums
- 3-2-1 Template
- Exit Slip
- Student Evaluation
- Student Thinking Journal
- A Philosopher's World - Reflection Exit Slip
- Ethical Argument Analysis tool

### FOR TEACHERS

**Templates for teachers to collect data on class and individual student performance within a Community of Ethical Inquiry.**

- Community of Inquiry (CoI) Class checklist
- Development of a Community of Inquiry
- Moral Reasoning Development (Class Record sheet)
- Skills of Moral Reasoning
- Intellectual Standards for Evaluating Thinking Progress



# Assessment and Reporting Toolkit



## REFERENCES

---

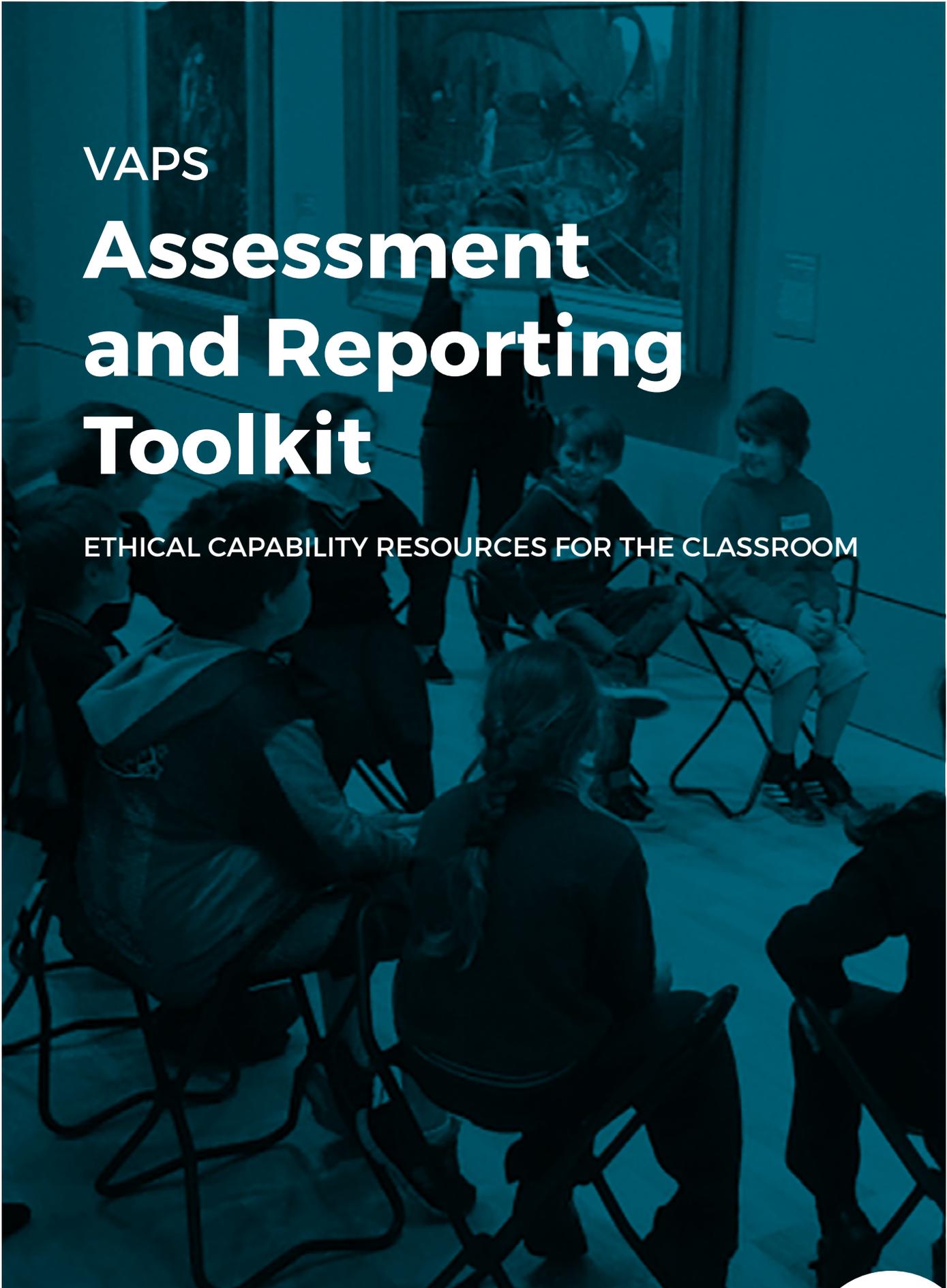
- Beane, J. A., 'Curriculum Integration and the Disciplines of Knowledge', Phi Delta Kappan, Vol. 76, 1995 No. 8.
- Biggs, J. B. & Collis, K. F., Evaluating the Quality of Learning: The SOLO Taxonomy (Structured of the Observed Learning Outcome)' (Academic Press, New York, 1982).
- Bloom, B. S. Taxonomy of educational objectives: The classification of educational goals by a committee of college and university examiners, (D. McKay, New York, 1956).
- Dreyfus, S. E. 'The five-stage model of adult skill acquisition', Bulletin of Science, Technology & Society, vol. 24, no.3, 2004 pp. 177 -81.
- F-10 curriculum planning and reporting guidelines. February 2014. p.5, viewed 29 September 2016 <http://www.vcaa.vic.edu.au/documents/auscurric/f-10curriculumplanningreporting.pdf>
- Glaser, R., 'Instructional technology and the measurement of learning outcomes: Some questions', American Psychologist, vol. 18, 1963 pp.519-21.
- Glaser, R., 'The future of testing: A research agenda for cognitive psychology and psychometrics', American Psychologist, vol. 36, 1981 pp. 923 - 36.
- Griffin, P. Assessment for Teaching, (Cambridge U. P. New York, 2014).
- Krathwald, D. R., Bloom, B. S., Masia, B. B., Taxonomy of Educational Objectives – The Classification of Educational Goals Handbook II: Affective Domain (D. McKay, London, 1964).
- Rasch, G., Probabilistic models for some intelligence and attainment tests, (Nielson & Lydiche, Copenhagen, 1960).
- The Australian Curriculum – General Capabilities. January 2013 edition, viewed 29 September 2016 <[http://www.acara.edu.au/\\_resources/General\\_Capabilities\\_2011.pdf](http://www.acara.edu.au/_resources/General_Capabilities_2011.pdf)>
- Victorian Curriculum F-10. Revised curriculum planning and reporting guidelines. Viewed 29 September 2016 <http://www.vcaa.vic.edu.au/Documents/viccurric/RevisedF-10CurriculumPlanningReportingGuidelines.pdf>
- Vygotsky, L. S., Mind in society: The development of higher psychological processes, eds. M. Cole M., John-Scribner V. & Souberman E., (Harvard U. P. Cambridge, MA, 1978).
- VCAA Guide to Formative Assessment Rubrics (Draft) [https://www.vcaa.vic.edu.au/Documents/viccurric/Guide\\_Formative\\_Assessment\\_Rubrics\\_ExposureDraft\\_5June2018.pdf](https://www.vcaa.vic.edu.au/Documents/viccurric/Guide_Formative_Assessment_Rubrics_ExposureDraft_5June2018.pdf)



VAPS

# Assessment and Reporting Toolkit

ETHICAL CAPABILITY RESOURCES FOR THE CLASSROOM



# Point of View Continuums



## ASSESSMENT AND REPORTING TOOL FOR THE CLASSROOM

### Learning Goal:

Making an ethical decision

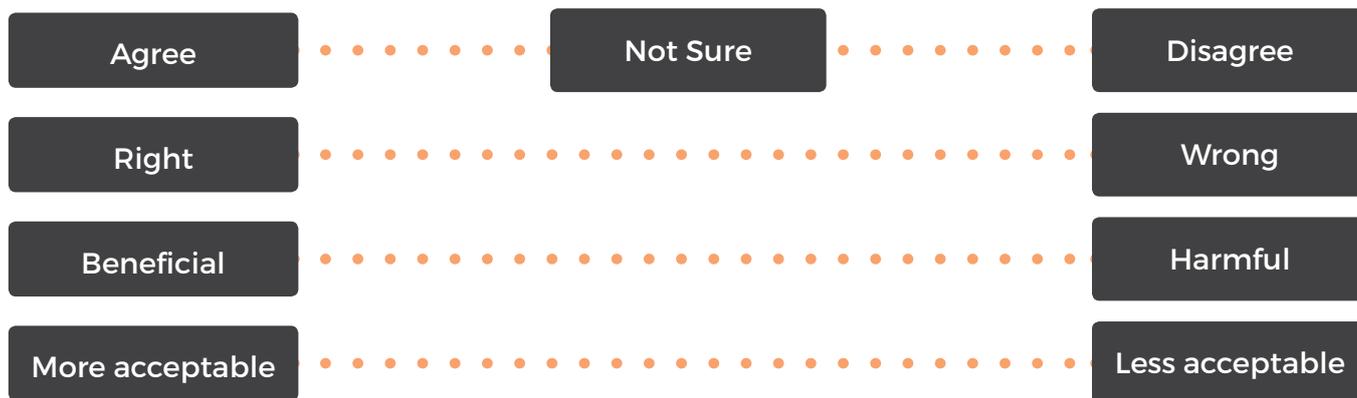
To assist student decision-making, you can ask a class to stand at a point on a line that demonstrates their own point of view at this time. They are each to be prepared to give reasons for their current position. Other students might be encouraged to show their agreement or try to change someone's mind with their reasoning.

### Learning Intentions:

1. To be able to justify your current point of view
2. To give examples and /or reasons for your current point of view.

Using the space you have available, assign one end of the line as 'Strongly Agree' with the extreme opposite end as 'Strongly Disagree'. Students choose where to stand according to their point of view- at either end or somewhere they determine in-between.

Other 'continuums' might be:



# 3-2-1



## ASSESSMENT AND REPORTING TOOL FOR THE CLASSROOM

Name \_\_\_\_\_ Date \_\_\_\_\_

**Three things you learned:**

- 3. \_\_\_\_\_  
\_\_\_\_\_
- 4. \_\_\_\_\_  
\_\_\_\_\_
- 5. \_\_\_\_\_  
\_\_\_\_\_

**Two things that interest you that you'd like to learn more about:**

- 1. \_\_\_\_\_  
\_\_\_\_\_
- 2. \_\_\_\_\_  
\_\_\_\_\_

**One question you still have:**

- 1. \_\_\_\_\_  
\_\_\_\_\_



# Exit Slip

## ASSESSMENT AND REPORTING TOOL FOR THE CLASSROOM



### EXIT SLIP

Name \_\_\_\_\_

What is the main question you have after today's session? Write it here.

### EXIT SLIP

Name \_\_\_\_\_

What is the main question you have after today's session? Write it here.

### EXIT SLIP

Name \_\_\_\_\_

What is the main question you have after today's session? Write it here.

### EXIT SLIP

Name \_\_\_\_\_

What is the main question you have after today's session? Write it here.



# Student Evaluation



## ASSESSMENT AND REPORTING TOOL FOR THE CLASSROOM

Name \_\_\_\_\_ Date \_\_\_\_\_

### Learning Goal:

To evaluate your own thinking and participation in a Community of Inquiry.

### Learning Intentions:

To reflect upon your student self evaluation to improve your thinking and participation in a Community of Inquiry

Are you asking questions?

Most of the time ..... Sometimes ..... Need to work on it

Are you making suggestions?

Most of the time ..... Sometimes ..... Need to work on it

Are you giving reasons and examples to support ideas?

Most of the time ..... Sometimes ..... Need to work on it

Are you listening carefully to others and taking their ideas seriously?

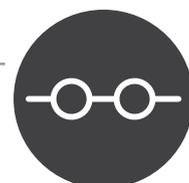
Most of the time ..... Sometimes ..... Need to work on it

Are you testing and challenging the ideas of others in a respectful way?

Most of the time ..... Sometimes ..... Need to work on it

Are you building on the ideas of others?

Most of the time ..... Sometimes ..... Need to work on it



# Student Evaluation

ASSESSMENT AND REPORTING TOOL FOR THE CLASSROOM

---



What are two things you think you are doing well?

---

---

---

---

---

What is one thing you think you could improve on? How will you improve on this?

---

---

---

---

---

What is something that you have discussed that you found particularly interesting?

---

---

---

---

---



# This THINKING JOURNAL belongs to

PASTE YOUR PHOTO HERE



# Community of Inquiry

ASSESSMENT AND REPORTING TOOL FOR THE CLASSROOM



Date \_\_\_\_\_

Today's Big Idea was

---

---

---

What I did well today (tick the skills you displayed today)	
Asked deep question	
Gave a sound reason	
Gave a relevant example	
Made a clear distinction	
Clarified an idea	

My favourite question today was

---

---

---

---

---

What I will take home from this lesson is

---

---

---

---

---

---

---



# A Philosopher's World



## ASSESSMENT AND REPORTING TOOL FOR THE CLASSROOM

REFLECTION EXIT SLIP

Name \_\_\_\_\_ Date \_\_\_\_\_

### REFLECTION QUESTIONS/STATEMENTS:

**The topic today is:** \_\_\_\_\_

6. In your own words explain this topic and your own thoughts on it.

---

---

---

---

---

---

7. In today's discussion what kind of contributions (provide reasons, make classifications or distinctions, provide examples or counter-examples, make concluding statements) did you witness? Did you make any yourself? What were they?

---

---

---

---

---

---

---

---

---

---

8. What do you now think about the above topic? Have you changed your mind? How and why?

---

---

---

---

---

---

---

---

---

---



# Ethical Argument Analysis



## ASSESSMENT AND REPORTING TOOL FOR THE CLASSROOM

### A DECISION MAKING PROCESS

#### Learning Goal:

To write a philosophical essay involving an ethical dilemma.

Ethical Dilemmas require critical and creative thinking and ethical capabilities and extensive knowledge of an issue to be able to argue with ‘intellectual honesty’. Argument Analysis presents a rigorous process of:

- Cataloguing reasons
- Producing a table that considers the truth of an issue and appropriateness and controversiality of possible solutions/ actions
- Synthesis to come to a conclusion/ make a decision.

#### Learning Intention:

To list and analyse arguments for and against a specific ethical issue then be able to categorise them to understand their field of influence to assist decision-making.

Statement outlining ethical issue under consideration:

*An Example,*  
Hunting Wolves

### 1. CATALOGUE OF REASONS

FOR	AGAINST
Threat to livestock	Wolf hunting would compromise the ecosystem health
Dangerous to humans	Wolves are sentient creatures
Wolf hunting is part of our heritage	



# Ethical Argument Analysis



## ASSESSMENT AND REPORTING TOOL FOR THE CLASSROOM

### 2. ARGUMENT ANALYSIS (Reasons above expanded further here)

<b>CONTROVERSIAL?</b> Yes/no/ maybe	<b>TRUE OR APPROPRIATE?</b> Yes/ no/ not clear/ require more information or research etc...	<b>KIND:</b> Ecological Sociological Ethical Economic Legal/ Political Scientific	<b>PREMISE / REASON</b>
			Threat to livestock
			Dangerous to humans
			Wolf hunting is part of our heritage
			Wolves are sentient creatures
			Wolf hunting would compromise the ecosystem health

### 3. SYNTHESIS

Conclusion/ Decision:

### REFERENCES

Handbook of Conservation and Sustainability Ethics. 2012  
[www.conservationethics.org](http://www.conservationethics.org)



# Ethical Argument Analysis



## ASSESSMENT AND REPORTING TOOL FOR THE CLASSROOM

Statement outlining ethical issue under consideration:

### 1. CATALOGUE OF REASONS

FOR	AGAINST

### 2. ARGUMENT ANALYSIS (Reasons above expanded further here)

CONTROVERSIAL? Yes/no/ maybe	TRUE OR APPROPRIATE? Yes/ no/ not clear/ require more information or research etc...	KIND: Ecological Sociological Ethical Economic Legal/ Political Scientific	PREMISE / REASON

### 3. SYNTHESIS

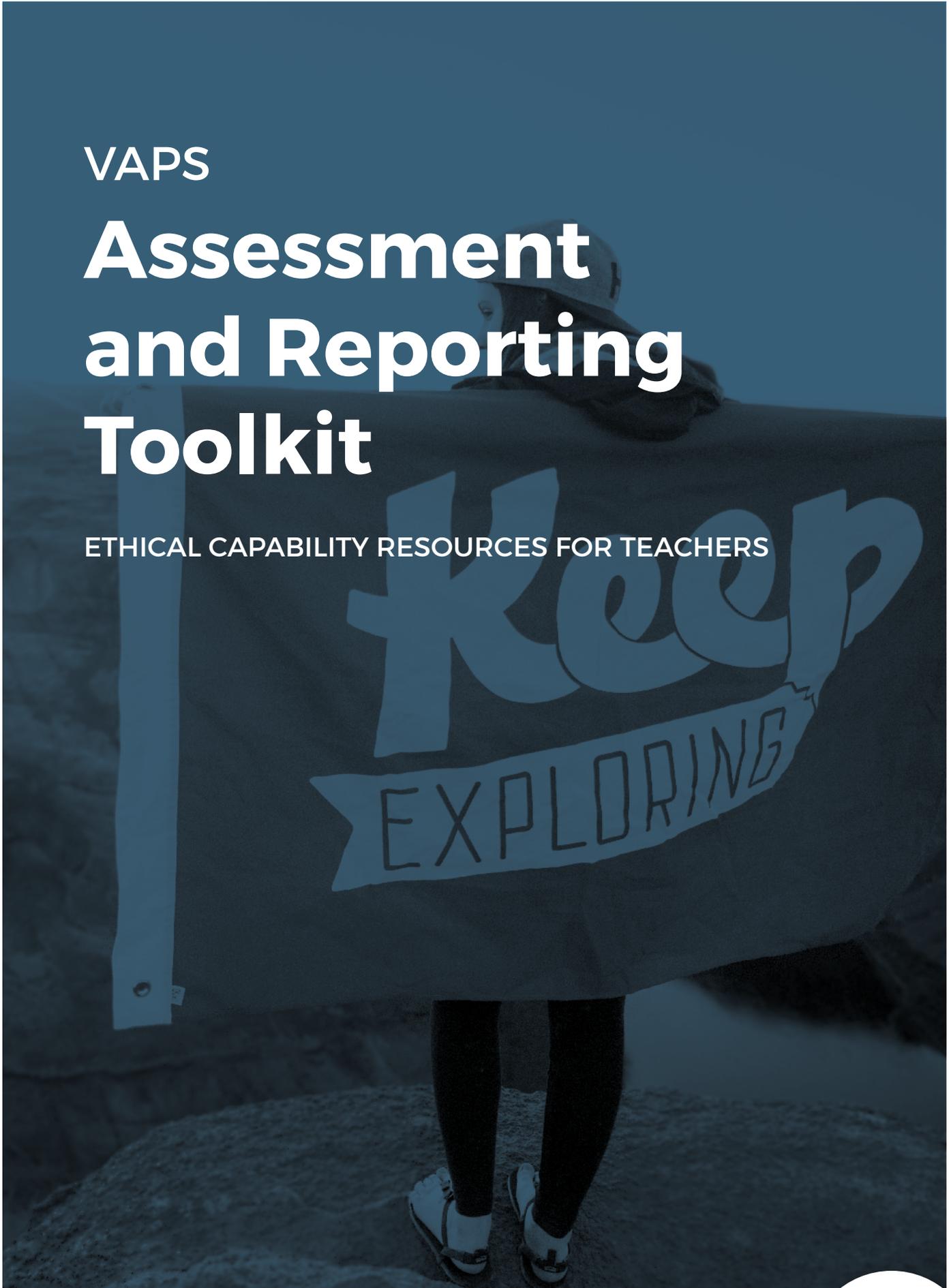
Conclusion/ Decision:



VAPS

# Assessment and Reporting Toolkit

ETHICAL CAPABILITY RESOURCES FOR TEACHERS



# Development of a Community of Inquiry



## ASSESSMENT AND REPORTING TOOL FOR TEACHERS

<p>1. Teacher dependence</p>	<ul style="list-style-type: none"> <li>• Only some speak and only to the teacher</li> <li>• Short responses given</li> <li>• Some ignore, interrupt, make fun of or belittle contributions of others</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher initiates the discussion</li> <li>• Teacher asks all the questions</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher supports the whole discussion</li> <li>• Students only respond to teacher, they do not initiate</li> </ul>
<p>2. Teacher support</p>	<ul style="list-style-type: none"> <li>• Students begin to speak to each other</li> <li>• Give longer responses</li> </ul>	<ul style="list-style-type: none"> <li>• Students pose some questions</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher sometimes follows student comments and questions</li> </ul>
<p>3. Teacher and students share support</p>	<ul style="list-style-type: none"> <li>• Students speak to each other and build-on &amp; challenge comments</li> <li>• Silences are avoided</li> <li>• Some students still withdraw or dominate</li> <li>• Some students talk to those beside them, not to the whole group</li> </ul>	<ul style="list-style-type: none"> <li>• Students begin to pursue a question</li> <li>• Students pose questions and pursue some issues</li> <li>• Some 'scratching the surface' occurs - inquiry begins</li> <li>• Students begin to give reasons</li> </ul>	<ul style="list-style-type: none"> <li>• Students explore and extend ideas</li> <li>• Students refer to other comments</li> <li>• Students welcome other students' comments</li> </ul>
<p>4. Growing group independence</p>	<ul style="list-style-type: none"> <li>• Growing mutual respect</li> <li>• Students don't interrupt and listen to and respect the ideas of all</li> <li>• Views directed to the whole group</li> <li>• Differences of opinion not threatening</li> <li>• Silences tolerated</li> </ul>	<ul style="list-style-type: none"> <li>• Thoughtful insights</li> <li>• Consequences explored</li> <li>• Comparisons and distinctions made</li> <li>• Clarifications sought</li> <li>• Some open-ended questions pursued</li> </ul>	<ul style="list-style-type: none"> <li>• Increasing student independence</li> <li>• Students set the agenda for the inquiry and plot the course of a dialogue</li> <li>• Students keep inquiry 'on track'</li> <li>• Students encourage others to speak</li> </ul>



# Development of a Community of Inquiry



## ASSESSMENT AND REPORTING TOOL FOR TEACHERS

<p><b>5.</b> <b>Group autonomy</b></p>	<ul style="list-style-type: none"> <li>• More interested in responding to others than adding new ideas of their own</li> <li>• Responding to ideas not people</li> <li>• Dialogue shared with the whole class</li> <li>• All are engaged in listening and speaking</li> <li>• Mutual respect &amp; trust very apparent</li> <li>• Differences of opinion are sought</li> <li>• Silences are valued for thinking &amp; listening time</li> </ul>	<ul style="list-style-type: none"> <li>• All are committed to moving forward with the inquiry</li> <li>• The whole group takes ownership for the quality of the discussion</li> <li>• Interactions are philosophical in nature</li> <li>• Discussion complex for age level</li> <li>• Pursuit of open-ended inquiries</li> <li>• Students take risks with their contributions</li> <li>• Acknowledge others for their contributions</li> </ul>	<ul style="list-style-type: none"> <li>• Self-management: students 'control' own direction and progress</li> <li>• Self-correcting: Students notice problems with their own views and improve them</li> <li>• Metacognitive: Students are aware of the thinking that is needed and choose the right thinking for the job</li> </ul>
--	---	--	---

## REFERENCES

Smith, Greg. (2000) *Growing into Community. Paper for the Tenth Australasian Philosophy in Schools Conference: Integrating the Curriculum: Prep to Year 12*". Melbourne 9th -11th September, 2000.

Burgh, G., Field, T., & Freakley, M. (2006). *Ethics and the Community of Inquiry: Education for Deliberative Democracy*. Melbourne: Thomson Social Science Press, pp125.



# Skills of Moral Reasoning



## ASSESSMENT AND REPORTING TOOL FOR TEACHERS

### TO HELP TO DEVELOP A MORAL POINT OF VIEW

MORAL THINKING SKILLS	KEY QUESTIONS
<i>Imagination</i> - considering all factors, motivation, consequences	'Have we thought of ... ?'
<i>Empathy</i> - thinking of others, reasoning through analogy	'How would you feel if ... ?'
<i>Universalising</i> - testing the implications of a rule	'What if everybody ... ?'
<i>Anticipating consequences</i> - ends and means	'What if you do ... ?'
<i>Sensitivity to context</i> - special circumstances, instances	'Does it matter when/where ... ?'
<i>Hypothetical reasoning</i> - considering alternative possibilities	'What alternatives are there?'
<i>Giving good reasons</i> - supporting judgements with reasons	'Is it a good enough reason?'
<i>Testing consistency</i> - re. actions and beliefs	'Is the action consistent with beliefs?'
<i>Projecting an ideal world</i> - moral/social/cultural ideals	'Is it a world you'd like to live in?'
<i>Projecting an ideal self</i> - a moral view of oneself	'Is that the person you want to be?'

### REFERENCES

Fisher, Robert, *Teaching Thinking: Philosophical Enquiry in the Classroom*, 3ed., Continuum, 2008, p. 64.



# Intellectual Standards for Evaluating Thinking Progress



## ASSESSMENT AND REPORTING TOOL FOR TEACHERS

The following is a list of possible standards we can use to judge which answers to intellectual inquiry questions are better and which are worse. We compare different views to find which better meets the intellectual standards. These standards are based on intellectual quality.

The better answer or view is of a higher intellectual quality than the other possible answers. Broadly, the more thoughtful answer is the better answer.

CLARITY	
<p>Generalisations are evident; examples, evidence or counter examples are provided with teacher assistance. Expands on detail and conceptual understandings when prompted.</p>	<p>Structured, ordered, organised and coherent in detail and overview.</p> <p>Specific, succinct, exact or precise.</p> <p>Descriptive with differentiation of details.</p> <p>Explained in multiple ways or explores connections and links.</p> <p>Illustrated with examples and explanations.</p> <p>Conceptually clear and precise.</p>
REASONING	
<p>Provides reasons and points of view to support a claim.</p>	<p>Presents plausible, justified, proven, and probable claims or views.</p> <p>Rigorous, logical, critical and consistent.</p> <p>Draws conclusions and inferences supported by evidence, reasons and arguments and shows why these are preferable to alternative claims.</p> <p>Considers reasons to agree and disagree with these claims.</p> <p>Describes consequences, implications and logical relations of claims.</p>



# Intellectual Standards for Evaluating Thinking Progress



## ASSESSMENT AND REPORTING TOOL FOR TEACHERS

CREATIVITY	
<p>Presents familiar points of view, issues and perspectives.</p>	<p>Generates original, expressive, evocative, imaginative, surprising or fresh perspectives.</p> <p>Goes beyond the obvious.</p> <p>Explores significant and far-reaching implications, generalisations and connections.</p> <p>Stretches, extends or expands ideas in new directions.</p> <p>Explores perspectives, suggestions, alternatives and modes of expression to present a broad map of the intellectual terrain.</p>
RELEVANCE	
<p>Remains on topic to support key claims or issue with teacher guidance.</p>	<p>Selective. Sticks to the point and anchored to main ideas.</p> <p>Insightful and captures the heart of things.</p> <p>Pursues ideas to their conclusions.</p> <p>Explains how what they present bears on the issue.</p> <p>Significant, central, worthwhile and most important issues are considered.</p>
DEPTH OF UNDERSTANDING	
<p>Recites given information. Explains one's thinking.</p>	<p>Probes information provided.</p> <p>Extends beyond the surface level.</p> <p>Synthesises or makes links between the concrete details and general or abstract concepts.</p> <p>Critically engages with ideas.</p> <p>Multi-dimensional – touching on several layers or dimensions of a topic.</p>



# Intellectual Standards for Evaluating Thinking Progress



## ASSESSMENT AND REPORTING TOOL FOR TEACHERS

ACCURACY	
Own interpretations and arguments presented to support a topic or claim.	<p>Verified, checked and tested.</p> <p>Based on evidence, facts and strong reasons.</p> <p>Presents accurate interpretations.</p>
OPENESS	
Makes statements or draws conclusions. Ideas presented are final and decisive within a limited exploration.	<p>Reflective, probing, searching, inquiring, inquisitive, speculative, challenging and curious.</p> <p>Raises or explores novel, significant and fruitful lines of inquiry that lead to greater understanding.</p> <p>Generates questions, hypotheses and problems.</p> <p>Productive – helps us do new things and produces new results.</p>
BALANCE	
Merits and flaws of own view presented.	<p>Considers the merits and flaws in all views including their own.</p> <p>Based on an appreciation of and empathy for all stakeholders, issues, viewpoints and perspectives.</p> <p>Thorough, charitable and balanced treatment.</p> <p>Makes own assumptions, vested interests and perspectives explicit.</p>
ADEQUACY	
Begins to address the topic with teacher guidance; commences elements of the task; the required structure of the task is attempted.	<p>Complete coverage of the topic is evident.</p> <p>Presents a solution, answer, resolution or conclusion; the required structure of the task is adhered to.</p>











