



Quick Reference Guide: AFOEM Written Communication Portfolio (WCP) - Revised Marking Rubrics

1. Purpose of updated WCP marking rubrics

As a replacement to the Markers Rating Form, the Marking Rubrics for the WCP Medico-legal and Workplace Assessment Reports have been established to:

- reflect **current competencies and standards**
- provide **clearer descriptors** for consistent marking
- focus on **overall performance against the required standard.**
- respond to **feedback from assessors, trainees and Committee members.**

2. Explanation of changes

The table below offers a concise comparison of the differences between former and revised marking methods:

Before – Markers Rating Forms	After – Marking Rubrics
Broader, less defined criteria	Clearer, more specific assessment domains
Limited guidance on performance levels	Detailed descriptions for each performance level
Greater reliance on assessor interpretation	More structured and standardised scoring
Variable consistency between assessors	Design to improve consistency and fairness

3. Where to start

We recommend that all new and experienced WCP markers carefully read the new marking rubrics, familiar themselves with all **assessment domains, performance levels** and their **descriptors**.

Where markers encounter any difficulties in understanding the rubric, they should refer to this Quick Reference Guide (QRG). If the QRG does not provide the desired clarifications, please contact the Faculty & Chapter Examinations Team (as listed in the contact details in section 5).

4. How to use the Marking Rubrics

A. Read all **levels** first:

- Review all performance levels before scoring.
- Understand the distinctions between each level.

B. Use **best fit judgement**:

- Select the level that best reflects the trainee's overall performance.
- Note that not every descriptor must be met exactly.
- Avoid averaging across levels.

C. Score each domain **independently**:

- Assess each domain on its own.
- Avoid influence from other areas.

D. Utilise the **full scale**:

- Use high and low scores where appropriate.
- Do not provide mid-level scoring as a default.

E. Provide **comprehensive feedback**:

- Provide explicit, careful details for those trainees who fall below expected standard.
- Be specific and constructive.
- Link comments to the rubric domains.
- Focus on areas of improvement.

5. Questions?

If you have any questions or feedback about the revised rubrics, please contact us using the details below:

- Email: Faculty.Examinations@racp.edu.au
- Telephone: 1300 MY RACP