

**Supplementary material to:** Dukhan S, et al. [S Afr J Sci. 2016;112\(11/12\), Art. #2016-0037, 6 pages.](https://doi.org/10.17159/sajs.2016/20160037)

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**Appendix 1:** Rubric for analysis of students' notes

	Surface	Emergent	Developing	Experienced
Rating	1	2	3	4
Development of ideas	Replica of lecturer's visuals	1 + verbatim copy of verbal lecture	Paraphrased notes from lecturer's visual and verbal lesson	3 + Own thoughts added into notes (personal voice); shows connections to prior knowledge/other concepts
Accuracy and structure	Direct copy of visuals	Verbal lesson is noted as a continuous 'story'	Able to show clear structure and sequence of topics; includes examples provided by lecturer	3 + links to examples or elaborations that lecturer did not mention in class
Fluency and flow of writing	Only keywords/ideas from lecturer's visuals	Includes some short sentences or quotes from the verbal lesson	Provides examples and elaborations the lecturer mentioned	3 + evidence of information added in from sources other than the lecturer; clear connections and narrative
Writing conventions	Fills the entire page with only writing (as a direct copy of the visual lesson)	Adds in supplementary notes from the lecturer's verbal lesson only	Adds in supplementary notes and or pictures from lecturer's verbal and visual lesson	Adds in information and diagrams from other sources to form more comprehensive notes; creates summaries or mind-maps for purposes of overview
Add ons	None	Distinguishes between how much is highlighted (the more highlighted the fewer distinctions made of key concepts), summaries (concept maps, bulleted points) and references to figures/tables made by the lecturer.		
Handouts from lecturer	No additional notes on handouts	Additional information added onto handouts.	3+ integrated information on notes and handout; reflection of the use of the handout in relation to written set of notes	