

Rubrics

What is a rubric?

Rubrics are tools used for grading that are frequently used to grade presentations, papers, or speeches where grading could turn subjective. A rubric is a tool used to interpret and grade students' work against criteria and standards.

A rubric defines a range of assessment criteria and expected performance standards. Lecturers evaluate a student's performance against these. Rubrics can be considered both a tool for assessment and learning, as it allows students to evaluate and improve the quality of their work.

What are the benefits of rubrics to students?

- A rubric in an assessment outline makes students aware of the expectations of a task and describes the performance expectations.
- They provide a framework that clarifies assessment requirements and standards of performance for different grades.
- Students can see what is important and where to focus their learning efforts.
- Provide clear and consistent communication with students about assessment requirements.
- Communicate how different levels of performance earn different grades.
- Presents feedback to students with a clear indication where they sit in terms of an ordered progression towards increased expertise.

What are the benefits of rubrics to lecturers?

- Rubrics help lecturers apply consistent standards when assessment tasks and promotes consistency in shared marking.
- Enables lecturers to efficiently and reliably assess and grade students' work.
- Systematically identifies gaps and weaknesses in students' understanding against particular criteria.

How to design a rubric?

- A set of criteria that provides clarification of the stated assessment objectives (presented in rows) and a % weighting.
- A range of different levels of performance between Fail to HD (presented in columns).
- Within the table, descriptors that specify the performance corresponding to each level, to allow lecturers to identify which level has been met.

Criteria	Fail	Pass	Credit	Distinction	HD
Criterion 1 (%)					
Criterion 2 (%)					
Criterion 3 (%)					
Criterion 4 (%)					

Performance Descriptors

What are the characteristics of good rubrics?

- Clear rubrics written in plain English with little ambiguity.
- Percentage weightings total 100.
- Address all relevant content and performance objectives that will be assessed.
- Define standards and the levels of mastery for standards

What are the PIA Rubric Design Guidelines?

- A maximum of 40% weighting on a criteria
- A minimum of 20% weighting on a criteria
- 4 or 5 criteria in a rubric

Rubric Guidelines

The table below provides **guidelines** for some general assessment tasks. When designing your rubric, tailor the descriptors to fit the assessment task.

Criteria	Fail (0-49)	Pass (50-64)	Credit (65-74)	Distinction (75-84)	High Distinction (85-100)
Skills	Limited or no evidence of use of skills, abilities, theories, or methodologies in a new situation.	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation.	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues.	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.
Problem Solving	Only a single or no approach is considered and used to solve the problem. Little or no reasoning presented to justify the solution.	Only a few approaches considered and used to solve the problem. A plan is presented but lacks focus and may be tangential. Reasoning is limited.	Considers and rejects less acceptable approaches to solving problem and develops a somewhat logical plan. Reasoning behind choice is mostly articulated but missing some details.	Having selected from among alternatives, develops a logical, consistent plan to solve the problem. Can articulate reason for choosing solution.	Not only develops a logical, consistent plan to solve problem, but recognises consequences of solution and can eloquently articulate justification for choosing solution.
Presentation of Ideas / Persuasive Argument	Information and ideas presented are not original, often confused and are not connected to the subject matter.	Arguments and perspectives lack rigor. The ideas expressed are satisfactory but not original and are loosely connected to the subject matter.	Arguments and perspectives are well considered but could have been presented more eloquently. The ideas expressed are mostly original but, may lack focus in relation to the subject matter.	Information presentation is persuasive and well considered. Presentation of content is structured logically. The student has expressed several original ideas which are related to the subject matter.	Information presentation is eloquent, persuasive, and highly considered. The student has many original and highly stimulating ideas and expresses them clearly.
Research	Evidence of research is missing or research lacks focus and/or have chosen unsuitable or fictitious sources, which do not support the work	Demonstrated a basic level of research by supporting work with an adequate selection of sources.	Demonstrated substantial research by supporting work with a sufficient selection of mostly relevant sources.	Demonstrated substantial research by supporting work with a comprehensive selection of relevant sources.	Demonstrated substantial and extensive research by thoroughly supporting work with an adept selection and range of relevant sources.

	or link to the required assessment task.				
Technological Literacy	Is uncomfortable in using technologies. Needs support.	Largely rule-based but can function independently. Can transfer some learning between platforms.	Assured user of some of technologies and platforms. Understands underlying principles and uses this understanding to move between platforms and modalities. Open to technological change.	Confident, independent user of a variety of technologies and platforms. Understands underlying principles and uses this understanding to move between platforms and modalities. Is open to technological change and development.	A sophisticated and independent adopter of new technologies to solve problems. Can adapt technologies to meet requirements rather than adapting practice to standard platforms. Creative and innovative interaction with technology.
Spelling/Grammar	Consistent errors in spelling and grammar impact the flow and readability of the work.	Though there are some grammar and spelling errors, these do not detract from the readability and flow of the work.	Mostly correct grammar and spelling with errors that do not impact the readability and flow of the work.	Errors in grammar and spelling are rare, enhancing the readability and flow of the work.	Perfect grammar and spelling throughout, with excellent readability and flow of the work.
Presentation (Slides)	Poor presentation slides that are unclear and provide a rudimentary visual display of the content. Major errors in spelling within the slides. Limited use of presentation tools.	Satisfactory presentation slides that are mostly clear and provide a visual display of the content. Multiple or repetitive errors in spelling, grammar and punctuation interfere with readability of the slides. Satisfactory use of presentation tools.	Good presentation slides that are clear and provide a good visual display of the content. Grammar, spelling, and punctuation errors are evident but do not detract significantly from the readability of the slides. Good use of presentation tools.	Very good presentation slides that are clear and provide outstanding visual display of the content. Minor spelling, grammar and punctuation errors. Very good use of presentation tools.	Exceptional presentation slides that are clear and provide excellent visual display of the content. Slides are free of all spelling, grammar and punctuation errors. Exceptional use of presentation tools.
Presentation Skills	Students are not engaging with the audience throughout the presentation, no eye contact or variation in	Students are present and some engage with audience through eye contact and some variation in tone of voice.	Students are present and engaging with the audience throughout the presentation. May struggle to answer some	Students are present/ narration and very engaging with audience through variation in voice tone and confident body language throughout the	Students are present and highly engaging throughout the presentation, exceptional confidence demonstrated. Questions answered with

	tone of voice. Unable to answer questions or expand on comments.	They require prompting and show uncertainty/ hesitation in some of their content and answers. Some probing necessary.	questions or expand on comments but mostly confident.	presentation, able to answer questions and expand on content fluently.	authority and able to professionally elaborate on the content.
Poster (Visuals)	Poster is cluttered, design detracts from readability including font size and colour, images and layout. Graphics fail to enhance the text.	Poster is visually appealing, uncluttered, design enhances readability but may have a few areas to work on including font size and colour, images and layout. Graphics enhance the text but could be improved in some parts.	Poster is visually appealing, uncluttered, design enhances readability including font size and colour, images and layout, room for further development in some areas. Graphics mostly enhance the text.	Poster is visually appealing, uncluttered, design enhances readability including font size and colour, images and layout. Graphics enhance the text with creativity.	Poster is exceptionally appealing visually, uncluttered, design enhances readability including font size and colour, images and layout. Graphics enhance the text and demonstration of creative flair.
Referencing In-text citations and Reference List	No referencing or neither in-text referencing nor reference list adheres to Harvard Referencing Style. <i>If appropriate: X Number of academic sources and no Wikipedia?</i>	In-text referencing or the resultant reference list adheres to Harvard Referencing Style but with several errors. <i>If appropriate: X Number of academic sources and no Wikipedia?</i>	Both in-text referencing and the resultant reference list adhere to Harvard Referencing Style but with several errors. <i>If appropriate: X Number of academic sources and no Wikipedia?</i>	Both in-text referencing and the resultant reference list adhere to Harvard Referencing Style but with only occasional minor errors. <i>If appropriate: X Number of academic sources and no Wikipedia?</i>	Both in-text referencing and the resultant reference list adhere strictly to Harvard Referencing Style, with no errors. <i>If appropriate: X Number of academic sources and no Wikipedia?</i>
Assessment Format and Presentation of Information. <i>Dependent on assessment: Written reports, essays, videos, blog post, online tasks, calculation.</i>	The format chosen for the submission is inappropriate and/or lacks thought and consideration. Information presented is not original, often confused and not connected to the subject matter.	The format chosen for the submission is appropriate, but further attention to detail would improve its transmission of information. Presentation of information can be followed but may lack logical structure. The information is loosely	The format chosen for the submission is appropriate, but minor changes would enhance it. Presentation of information is generally structured logically and relates to subject matter but may be tangential at times.	Submission is professionally presented and submitted in the appropriate format. Presentation of information is structured logically and related to the subject matter.	Submission is highly professionally presented and submitted in the appropriate format. Presentation of information is structured logically and tightly related to the subject matter.



		connected to the subject matter.			
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