

RUBRICS

A PARTnerships Collaborative Project

This resource has been designed to assist academics in addressing some of the common challenges they face in their teaching. It guides and supports collaborative evaluation of current practices by encouraging individual and peer reflection, with a view to action.

This resource is comprised of three parts.

1. Rubrics: A brief guide
2. Rubrics: Individual reflection
3. Rubrics: Peer discussion

There are two levels for academics seeking to review student feedback:

Level 1: Review feedback practices and adopt/try out new strategies (1 – 1½ hours).

Level 2: Review rubrics and (re-) write them as required (1 – 2½ hours).

COLLABORATIVE PROJECT

For more information, contact the Centre for Teaching and Learning

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Rubrics: A brief guide

A rubric is a document that outlines a number of relevant criteria and corresponding quality standards for each - usually on a point scale indicating lowest and highest level of performance that students can achieve. It is official university policy to provide students with clearly written assessment criteria, regardless of the type of assessment activity.

A useful rubric includes a description of what should be addressed in an assignment, information for the teachers who will be assessing the assignments; and the criteria and standards for student work.

A good set of criteria and standards:

- defines the quality of work you expect from students;
- guides students (and teachers) in their work;
- grades students;
- provides feedback to students; and
- helps with evaluating assessment tasks.

What does good rubric look like?

A good quality rubric has criteria and standards that are:

Well-aligned	Ensure criteria and standards align closely with the task and the course outcomes. This way they will provide a valid measurement of students' achievement.
Distinct	Each standard should be distinct and definite. If not, there will be ambiguity in the levels of quality, and marking will not be reliable.
Clear and succinct	Words that are ambiguous in their meaning should be avoided at all costs. This will also impact upon reliability.
Reasonable	Work of each standard must be at a reasonable level for the marks indicated. In particular, the top standard should be achievable, but only by work of the highest quality.
At an appropriate level	Standards should not be too trivial or easy to achieve, nor should they be impossible to achieve.

Rubrics: Individual reflection

Use this table to reflect on your current rubrics or marking guides (½ – 1 hour)

<p>Alignment</p> <p>Do the criteria and standards link directly to the task and its requirements?</p>	
<p>Distinctness</p> <p>Are the standards of achievement distinct and definite?</p>	
<p>Clarity and succinctness</p> <p>Do the descriptors convey the meaning of each standard, clearly and succinctly?</p>	
<p>Reasonableness</p> <p>Are the marks at each standard reasonable for the effort and benefit?</p>	
<p>Level</p> <p>Are the standards too easy/trivial or impossible to achieve?</p>	

Rubrics: Peer discussion

Use these questions to guide the discussion with a colleague (½ – 1½ hours)

- 1) What did you learn about your peer's rubric from the individual reflection?

- 2) How would you rate both rubrics in terms of their usefulness in
 - a. clarifying quality of work?

 - b. grading student work, and

 - c. providing good quality feedback to students?

- 3) In the event that a rubric needs to be altered:
 - a. Which criteria and/or standards need to be addressed?

 - b. What documents/resources need to be reviewed?

 - c. What strategies will help to address the issue?

- 4) In the event that your pair is unable to correct the rubric yourselves, what resources are available?

Date for a follow-up meeting to discuss further: _____