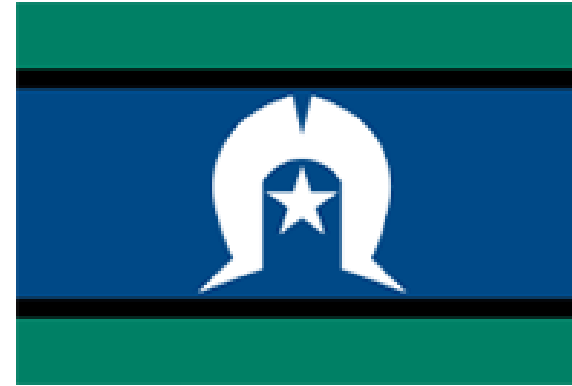Southern Cross University

Rubrics workshop

With Mieke, Chris, Tina, Shelley, Michelle, and Tim

Centre for Teaching and Learning

Acknowledgement of Country

I acknowledge and pay respect to the ancestors and descendants of the Lands upon which we work, meet and study.

I am mindful that within and without the buildings, the Land always was and always will be Aboriginal Land.

Today's Schedule

Time	Content
10 mins	Introduction and Resources
5 mins	What is a rubric?
10 mins	How to write a rubric
3 mins	Uploading to Turnitin
10 mins	Activity
5 mins	Evaluating your rubric
15 mins	Q&A, Resources and Contacts
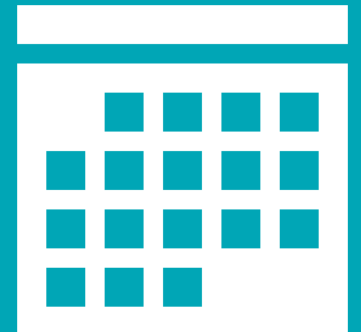
Introduction and Resources

E = Q x A

- AQF levels

- CAUTHE comprehensive rubric

  The Tourism, Hospitality and Events Learning and Teaching Academic Standards Higher Education, is a set of nationally agreed upon and clearly articulated Threshold Learning Outcomes for tourism, hospitality and events higher education coursework programs at Australian Qualification Framework bachelor (level 7) and coursework masters (level 9).

  Part of this process was the creation of an inclusive rubric reflecting criteria at the various AQF levels for these standards.
  https://cauthe.org/wp-content/uploads/2021/05/CAUTHE_THE-Inclusive-Rubric_2020-12-7.pdf

- CTL Knowledge Base - Rubrics

What is a rubric?

Assessment rubrics are guides (criteria sheets) to:

- make consistent and reliable *judgements*
- provide *feedback* to students.

SCU Assessment, Teaching and Learning Policy – Section 3, Part A, Assessment Principle 4:

(9) Our assessment is:
c. Evaluated on the basis of students' achievement against clear criteria, rubrics and standards

Grade	HD (85%-100%)	D (75%-84%)	C (65%-74%)	P (50%-64%)	F (0%-49%)
Research 25%	Information is correct, complete, and from a wide	Information is correct and a range of sources provided	Information provided is correct and sourced appropriately	Some information is not provided or minor errors	Information is incorrect or not provided
Problem Solving 50%	and analytical understanding of the problem.	onstrates a plete understanding of the problem.	Demonstrates a considerable understanding of the problem.	Demonstrates a partial understanding of the problem.	Demonstrates little understanding of the problem.
Task Requirements 25%	All requirements included.	All requirements included but one incomplete.	One requirement missed.	Most requirements	Many requirements

Columns Levels of performance

Rows Criteria being assessed with weighting

Descriptors Detailed statements of each performance against criteria

Rubric Types – Holistic and Analytic

Example: Oral Presentation

Learning Outcome: *Communicate an effective argument using an oral presentation.*

Assessment Task: *Present a ten-minute oral presentation that argues a position. Use the list of topics to choose your topic and evidence that supports your conclusions.*

Holistic rubric example

SCU Grade Descriptors	Description of Grade
High Distinction	The thesis is very clearly stated and addresses the specific audience. Presentation has a clear introduction that catches the audience's attention and the conclusion summarises the speech. Main points are supported by clearly communicated, succinct and highly relevant evidence. Language and tone is confident and appropriate with effective use of eye contact and gestures, and with no excessive use of vocalised pauses (e.g. "ah, um"). References have been incorporated logically and insightfully, with accurate documentation.
Distinction	The thesis is clearly stated and addresses a professional audience. Presentation has an introduction that catches the audience's attention, and the conclusion is clear. Main points include concrete, specific evidence. Most language and tone usage is accurate and appropriate, and eye contact established with the audience. Gestures used to reinforce ideas with occasional vocalised pauses. References are used logically, proficiently and are accurately documented, with one or two minor errors.
Credit	Thesis is clear and the audience has been considered. Presentation has

Example: Argumentative essay

Learning Outcome: *Apply effective research, synthesis and critical thinking skills to formal written communication.*

Assessment Task: *Write an argumentative essay that systematically analyses both sides of the debate and uses evidence to support your conclusions.*

Analytic rubric example

Criteria	High Distinction (85-100%)	Distinction (75-84%)	Credit (65-74%)	P
	Level of Student Performance (SCU Grade Descriptors)			
Critical thinking and argument 45%	A clear, concise argument that effectively addresses alternative viewpoints. Applies perceptive critical thinking skills to build the argument. Succinctly defines and applies concepts relevant to the argument.	Well-supported argument. Applies well-developed critical thinking skills to build a cohesive argument. Thoughtfully defines and applies concepts relevant to the argument.	Factually correct argument. Applies developed critical thinking skills to build a clear argument. Clearly defines and applies concepts relevant to the argument.	A fa cl sk in sc ar
Research and evidence 40%	Skilled selection and use of highly relevant evidence. A wide range of key sources have been purposefully integrated into the essay.	Comprehensive selection and use of relevant evidence. A range of key sources integrated into essay.	Selection and use of relevant evidence. A range of relevant sources provided in the essay.	S re s

Rubrics workshop

Rubric Types – Holistic and Analytic

| Holistic	Analytic
• Overall or holistic judgement, all criteria together. • Each standard is articulated by a single, detailed, descriptive statement. E.g. Multimedia projects.	• Task partitioned into separate criteria, each weighted and assessed. All criteria combined for judgement of overall grade. E.g. Essay, reports.
• Tasks more difficult or not desirable to partition task into separate criteria.	• Criteria weighted to their importance to achieving the learning outcomes for the task.
Advantages: • Assessing higher-order, interrelated skills/knowledge. • For tasks holistic in nature. E.g. Works of art, engineering design, projects. • Can be quicker to develop.	Advantages: • Assessing discrete skills and knowledge. • Provides direct feedback on set criteria. • Easier to moderate marking in large classes with a large number of markers.
Disadvantages: • Difficult to moderate in large classes with large number of markers. • Provides less detailed feedback.	Disadvantages: • Too many criteria over-partition a task • Can focus on detailed, lower-level skills rather than deeper understanding and knowledge.

How to write a rubric

What is Constructive Alignment?

Students **construct** or create meaning out of learning activities and what they learn (building on what they already know and can do).

Alignment is a curriculum design based around defining and achieving intended learning outcomes. Assessment, teaching and learning activities are all <u>aligned</u> with these learning outcomes.

Constructive Alignment is a learning design approach that focuses on what learning experiences can build the students ability to demonstrate learning outcomes.
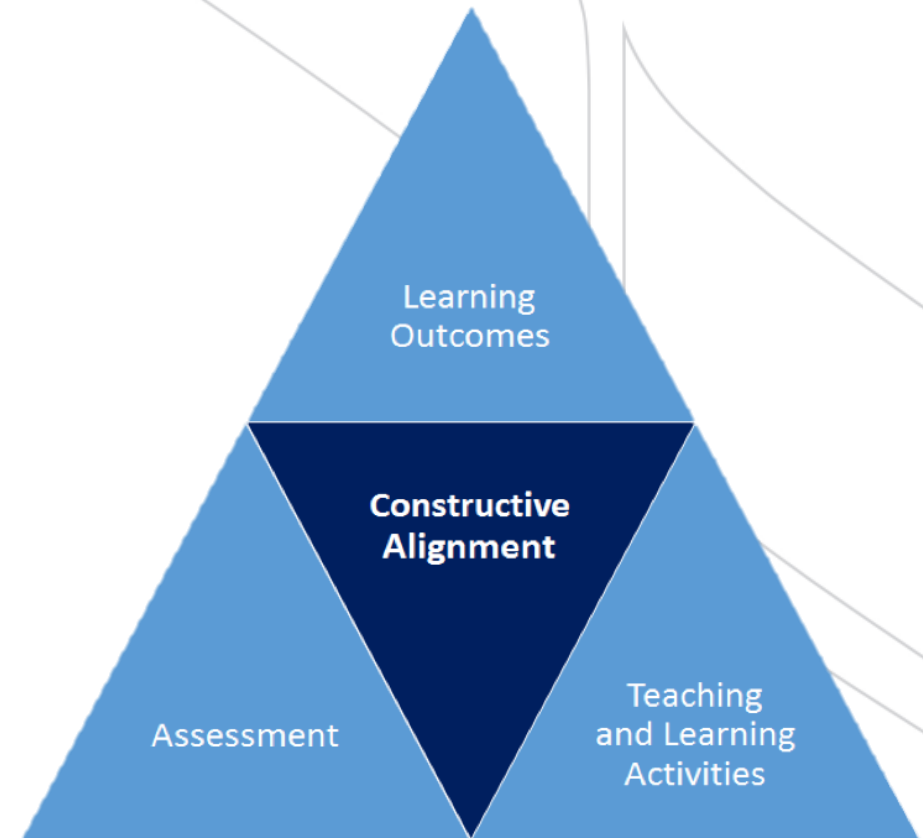
What Constructive Alignment looks like:

Unit learning outcomes

As a graduate of Southern Cross University, you will have developed skills, values and attitudes that are essential for gaining employment and advancing lifelong learning. The University refers to these as graduate attributes.

Learning outcomes for this unit
1. identify the key elements and relationships of entrepreneurial ecosystems and value chains
2. evaluate the structure and function of innovation systems and frameworks
3. develop strategies to sustain innovation ecosystems within business and society

Assessment Overview

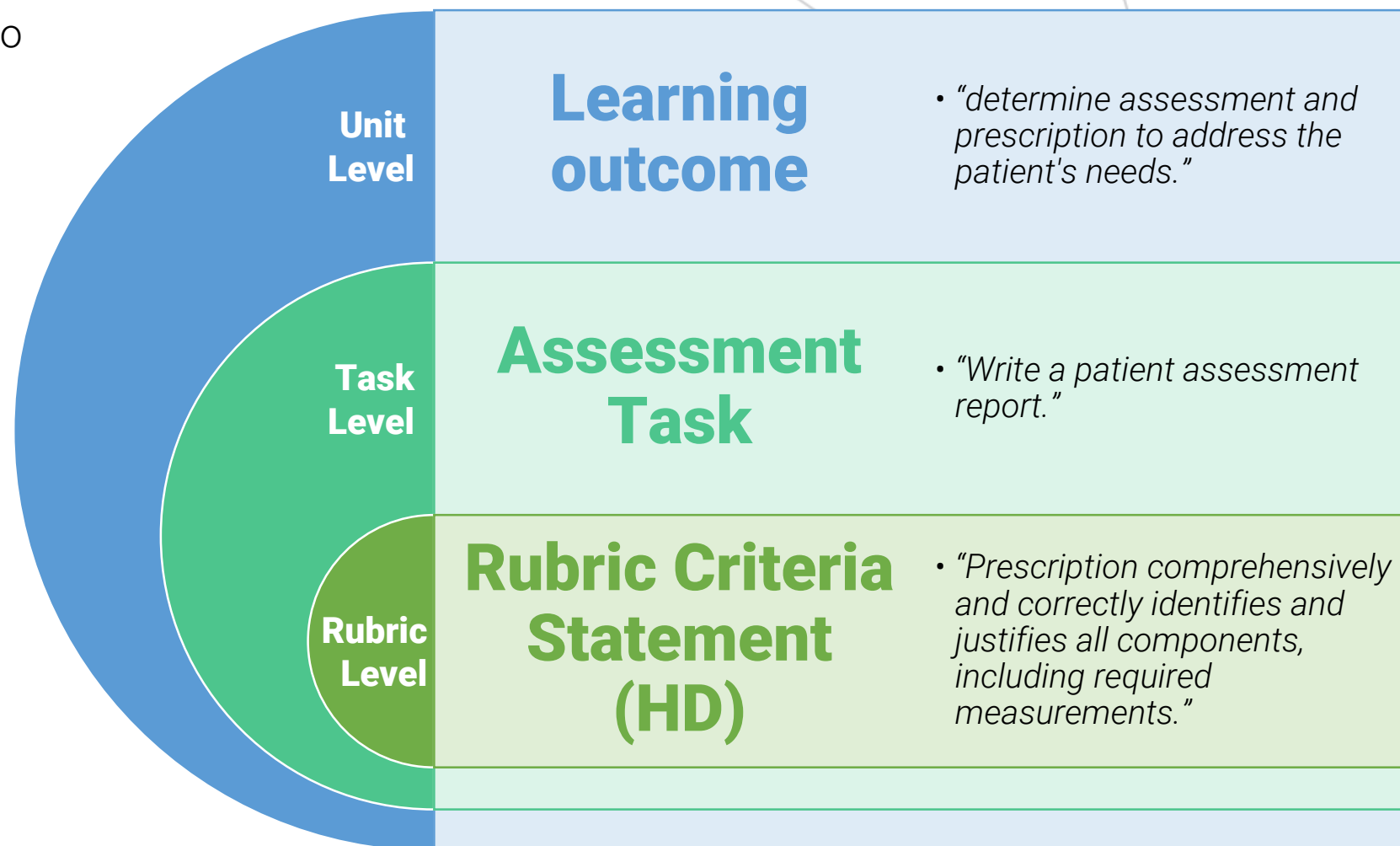To pass the unit, all assessment tasks must be completed and an overall mark of 50% or more must be obtained.

Assessment	Group/individual	Learning outcomes	Grading indicator	Weight	Length/duration	Week Due
1. Poster	INDIV	1	Graded	30%	Equivalent to A2 paper size, max. 500 words	2
2. Essay	INDIV	2	Graded	30%	1500 words	4
3. Business Case	INDIV	3	Graded	40%	1500 words	6

Criteria	Level of Student Performance				
	High Distinction	Distinction		Pass	Fail
Critical thinking and argument 45%	A clear, concise argument that effectively addresses alternative viewpoints. Applies perceptive critical thinking skills to build the argument. Succinctly defines and applies concepts relevant to the argument.	Well-supported arg... Applies well-developed critical thinking skills to build a cohesive argument. Thoughtfully defines and applies concepts relevant to the argument.	...ctually ...ent. Applies ...d critical thinking s... to build a clear argument. Clearly defines and applies concepts relevant to the argument.	Argument is not based on all relevant facts, or has not been stated clearly. Basic critical thinking skills illustrate a limited insight. Defines and applies some concepts relevant to the argument.	No argument stated, or the argument relies on logical fallacies. Demonstrates a lack of critical thinking skills. Does not apply concepts relevant to the argument.
Research and evidence 40%	Skilled selection and use of highly relevant evidence. A wide range of key sources have been purposefully integrated into the essay.	Comprehensive selection and use of relevant evidence. A range of key sources integrated into essay.	Selection and use of relevant evidence. A range of relevant sources provided in the essay.	Selection and use of mostly relevant evidence. Several appropriate sources included in the essay.	Little selection or use of relevant evidence. Few or no sources provided.
Presentation structure 15%	Clear, concise and logically structured essay with a succinct, clear introduction and	Well-structured essay with clear introduction, logical paragraph structure and persuasive conclusion.	Essay includes a clear introduction and reasonable conclusion. Paragraphs in a logical	Essay includes an introduction and conclusion, however lacks clarity. Paragraph	Essay lacks structure with an unclear introduction and weak conclusion. Major

Alignment

Rubrics should be aligned to the assessment task, learning outcomes and graduate attributes for the unit.

This will ensure that the rubric is a valid and reliable assessment instrument.

Unit Level

Learning outcome

- *"determine assessment and prescription to address the patient's needs."*

Task Level

Assessment Task

- *"Write a patient assessment report."*

Rubric Level

Rubric Criteria Statement (HD)

- *"Prescription comprehensively and correctly identifies and justifies all components, including required measurements."*

Southern Cross University

Revised Bloom's Taxonomy

Bloom's Taxonomy is a framework that proposes a hierarchy of cognitive levels of performance; remember, understand, apply, analyze, evaluate and create.

Bloom's taxonomy includes **action verbs** which can be used to write standard descriptors that demonstrate how well students meet criteria.

Table 1. The Cognitive Process Dimension – categories, cognitive processes (and alternative names)

Remember	Understand	Apply	Analyze	Evaluate	Create
recognizing (identifying)	interpreting (clarifying, paraphrasing, representing, translating)	executing (carrying out)	differentiating (discriminating, distinguishing, focusing, selecting)	checking (coordinating, detecting, monitoring, testing)	generating (hypothesizing)
recalling (retrieving)	exemplifying (illustrating, instantiating)	implementing (using)	organizing (finding, coherence, integrating, outlining, parsing, structuring)	critiquing (judging)	planning (designing)
	classifying (categorizing, subsuming)		attributing (deconstructing)		producing (construct)
	summarizing (abstracting, generalizing)				
	inferring (concluding, extrapolating, interpolating, predicting)				
	comparing (contrasting, mapping, matching)				
	explaining (constructing models)				

Source: IOWA State University

Solo Taxonomy

Biggs' and Tang's **SOLO Taxonomy** is a framework for describing the level of increasing complexity in a student's understanding through five stages.

The SOLO Taxonomy assesses how coherently students can connect concepts together and relate concepts to new ideas.

Source: Biggs & Tang (2007).
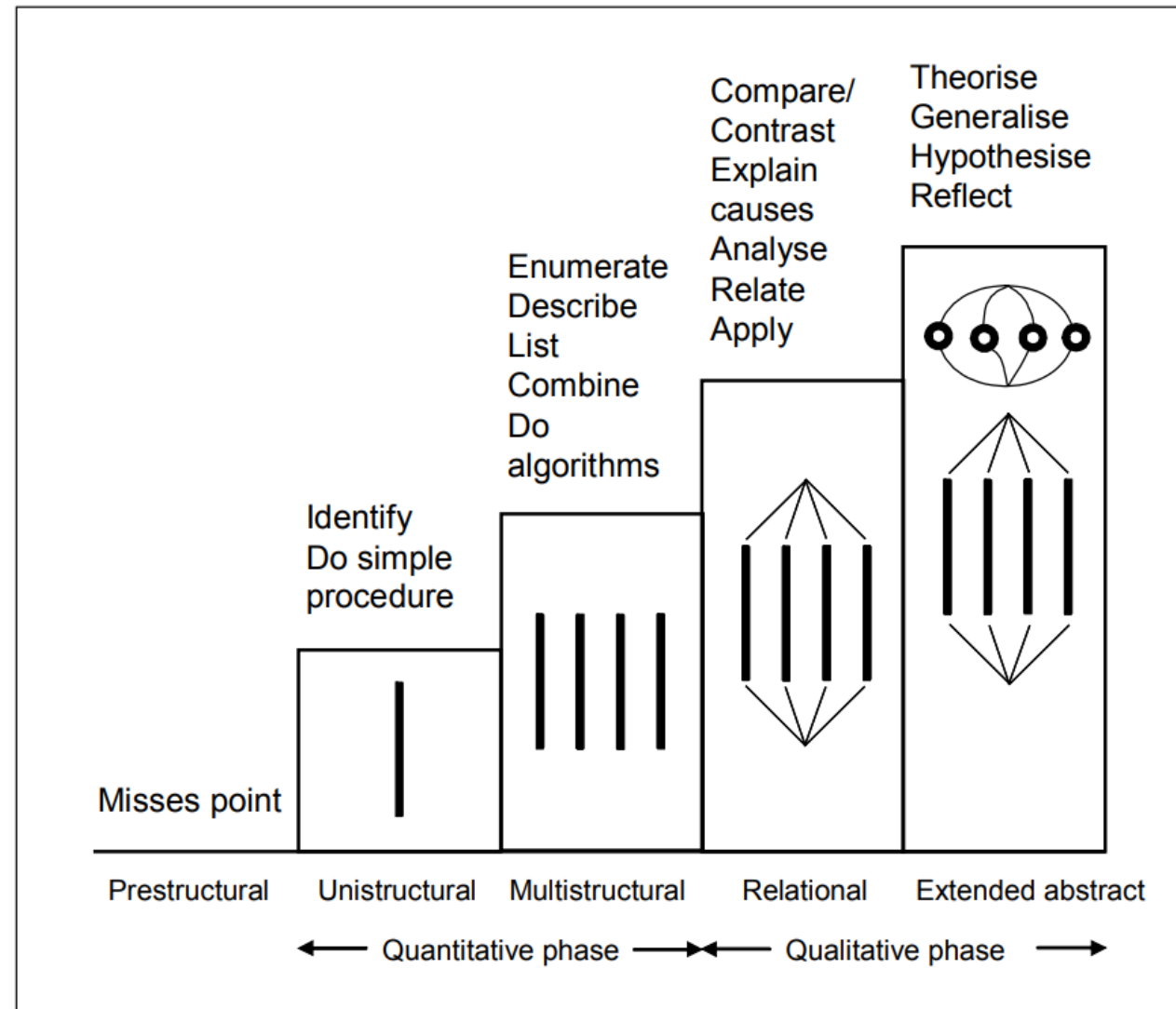
Activity – Writing rubric criteria

Write your own rubric criteria at the appropriate AQF level for your Unit Learning Outcomes (ULO).

- Best practice is to start with the Pass level, and work up and down from there. The level of a pass is outlined in Australia's AQF standards: https://www.aqf.edu.au/framework/aqf-levels

- NB: a pass at AQF level 7 is measured at the end of the student's degree, i.e. end 3rd year (so a capstone unit perhaps). For 1st or 2nd year the pass level would be commensurate with lower AQF levels.

You must set the standards of your criteria to reflect the relevant AQF level.

Activity – Writing rubric criteria (continued)

Example 1/2: On the criteria of *"collaboration with stakeholders"*:

- Pass at AQF 7 = Identified, justified, defined, and analysed key stakeholders and their goals within broad parameters and engaged with them on complex activities.

- Pass at AQF 9 = Identified, justified, defined, and analysed a diverse range of stakeholders and contextualised their clear and ambiguous goals within complex and novel parameters and partnered with them on activities.

So, a student studying at AQF level 7, if they achieve the AQF 9 level, is deemed to have earned a distinction. Similarly, a student studying at AQF level9, and only achieved the pass level AQF 7, is deemed to have achieved a N- (low pass).

Activity – Writing rubric criteria (continued)

Example 2/2: On the criteria of "*convey knowledge*" (of the field, that is):

- Pass at AQF 7 = Selected the appropriate communication approaches and platforms for key stakeholders and communicated operational and theoretical knowledge with them

- Pass at AQF 9 = Selected and applied the appropriate communication approaches and platforms for diverse range of stakeholders and communicated complex operational and theoretical knowledge to achieve the stakeholders' shared goals.

Evaluating your rubric

- Resource from the CTL Knowledge Base - Rubrics

Assess

Questions

Image from https://depositphotos.com/

Resources and Contacts

- CTL Knowledge Base - Rubrics

- Assessment, Teaching and Learning Policy
  - Section 3, Part A, Assessment Principle 4

- Assessment, Teaching and Learning Procedures
  - 11 c and d, 12, 42 (Assessment Moderation Guidelines), 44, 48.

Teaching technology assistance:

Please email ctl@scu.edu.au to log a job. **Michelle** Metanoia, **Shelley** Barfoot, or **Tim** Magoffin will be in contact with you soon to help.