

Criteria/Performance Indicators	Poor/unacceptable/Not attempted/requires further development/needs improvement 0 points	Poor/unacceptable/Not attempted/requires further development/needs improvement 6 points	Acceptable/Satisfactory/Proficient 7.5 points	Good/Well done 9 points	Very good/exceeds expectations 12 points	Excellent/exemplary/exceeding high standard 15 points
Context, audience and purpose (Weighted score/total marks: 15)	Demonstrates no awareness of context and/or purpose so that the audience is very unlikely to be engaged, informed or motivated and complex knowledge and ideas are not transferred effectively. 0 - 5.5 Marks	Demonstrates inconsistent awareness of context and/or purpose so that the audience is unlikely to be engaged, informed or motivated and complex knowledge and ideas are not transferred effectively. 6 - 7 Marks	Demonstrates an advanced and integrated understanding of context and/or purpose so that specialist and non-specialist audiences are slightly engaged, informed and motivated and complex knowledge and ideas may be transferred effectively. 7.5 - 8.5 Marks	Demonstrates a very advanced and integrated understanding of context and/or purpose so that specialist and non-specialist audiences are fairly engaged, informed and motivated and complex knowledge and ideas may be transferred effectively. 9 - 11.5 Marks	Consistently demonstrates a systematic and critical understanding of context and purpose so that the specialist and non-specialist audiences are highly engaged, informed and motivated. 12 - 14.5 Marks	Consistently demonstrates an exemplary and comprehensive, systematic and critical understanding of context and purpose so that the specialist and non-specialist audiences are outstandingly engaged, informed and motivated. 15 Marks
Content Development (Weighted score/total marks: 15)	Always uses inappropriate and/or irrelevant content to develop and explore basic ideas and presents an unacceptable exposition of complex knowledge and ideas. 0 - 5.5 Marks	Mostly uses inappropriate and/or irrelevant content to develop and explore basic ideas and presents an unclear and incoherent exposition of complex knowledge and ideas. 6 - 7 Marks	Moderately uses appropriate, relevant, and compelling content to illustrate mastery of the subject or topic and presents a clear, coherent, independent and professional exposition of complex knowledge and ideas. 7.5 - 8.5 Marks	Mostly uses appropriate, relevant, and compelling content to illustrate mastery of the subject or topic and presents a clear, coherent, independent and professional exposition of complex knowledge and ideas. 9 - 11.5 Marks	Consistently uses appropriate, relevant, and compelling content to illustrate a mastery of the subject or topic and generates original knowledge and understanding, making a substantial contribution to a discipline or area of professional practice. 12 - 14.5 Marks	Consistently and effectively uses appropriate, relevant, and compelling content to illustrate a mastery of the subject or topic and generates original knowledge and understanding, making a very substantial contribution to a discipline or area of professional practice. 15 Marks

DESIGNING MARKING RUBRICS

COMMON MISCONCEPTIONS AND TIPS

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WHAT IS WRONG WITH THIS RUBRIC?

Assignment learning outcomes: Demonstrating the ability to write scholarly articles that make a significant and original contribution to the theory, practice or research in higher education.

Assignment Task: Write a journal article for publication with the following components: Abstract (200 words); Introduction (500 words); body of the paper (5000 words); Conclusion (300 words)

Criterion	Poor	Needs improvement	Acceptable	Good	Very good	Excellent
Abstract (5 marks)	Descriptor	Descriptor	Descriptor	Descriptor	Descriptor	Descriptor
Introduction (5 marks)	Descriptor	Descriptor	Descriptor	Descriptor	Descriptor	Descriptor
Body (5 marks)	Descriptor	Descriptor	Descriptor	Descriptor	Descriptor	Descriptor

MISCONCEPTION #1: CONFUSING LEARNING OUTCOMES WITH TASKS

Should rubric represent **assignment task** or **learning outcomes**?



Rubric is NOT assignment task translated into matrix format



Rubric SHOULD be about Learning outcome and NOT about tasks

Reference: (Brookhart, 2013)



MISCONCEPTION #1: PROBLEMS

Problems of rubric representing **assignment task** rather than **learning outcomes** are:



Student focus is on what you want them to do rather than what you want them to learn.



Does not foster learning, rather develops skills in following directions.

Reference: (Brookhart, 2013)

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HOW TO CORRECT THE PROBLEM?

Criterion	Poor	Needs improvement	Acceptable	Good	Very good	Excellent
Problem identification in the context of existing literature - 10	Descriptor	Descriptor	Descriptor	Descriptor	Descriptor	Descriptor
Support and persuasive argument -20	Descriptor	Descriptor	Descriptor	Descriptor	Descriptor	Descriptor
Methodological Soundness -20	Descriptor	Descriptor	Descriptor	Descriptor	Descriptor	Descriptor
Coherence and brevity -10	Descriptor	Descriptor	Descriptor	Descriptor	Descriptor	Descriptor
Provision of analytical insight and value addition to the field -20	Descriptor	Descriptor	Descriptor	Descriptor	Descriptor	Descriptor

WHAT'S WRONG WITH THIS RUBRIC?

- **Assignment learning outcomes:** Demonstrating ability to identify, present, articulate on theory of evolution.....
- **Assignment Task:** Make a poster describing the theory of evolution.

Criterion	Poor	Needs improvement	Acceptable	Good	Very good	Excellent
Facts (5 marks)	Several facts are missing	Provided 2-3 facts.	Provided 4-5 facts and is clear	Provided 5-6 facts and has explained with examples	Provided 7 or more facts and interesting to read with appropriate examples	Provided more than 8 facts and is very interesting to read with exemplary examples

MISCONCEPTION #2: CONFUSING RUBRICS WITH REQUIREMENTS OR QUANTITIES

Should the rubric be **grade** focused or **learning** focused?



Rubric SHOULD
NOT grade focused.



Rubric SHOULD be
learning focused.

Reference: (Brookhart, 2013)

RUBRIC MISCONCEPTION #2: PROBLEMS

Problems of rubric representing **assignment task** rather than **learning outcomes** are:



In reality this evidences that students can look up and cut and copy the facts



This assumes students are learning the facts (even if it is rote learning).



This is evidencing compliance and not learning

Reference: (Brookhart, 2013)

WHAT IS WRONG WITH THIS RUBRIC?

Assignment Learning outcome: Demonstrating ability on oral communication

Assignment Task: Presentation of a research report

Criterion	Poor	Needs improvement	Acceptable	Good	Very good	Excellent
Body language 5 marks	0	1	2	3	4	5
Use of visual aids 5 marks	0	1	2	3	4	5



RUBRIC MISCONCEPTION #3: PROBLEMS

Problems of using the rubric as rating scales are:



Expectations are not made explicit



Judging on the spot rather than matching performance to description – Reliability in question



Bridge between what you see and what you evidence is lost

Reference: (Brookhart, 2013)

RUBRIC MISCONCEPTION #3: CONFUSING RUBRICS WITH EVALUATING RATING SCALES

Should the Rubrics to be used for rating scales?



Rubric is NOT meant for used for rating scales



Rubric SHOULD be used for communicating expectations

Reference: (Brookhart, 2013)

OTHER COMMON ERRORS AND MISCONCEPTIONS

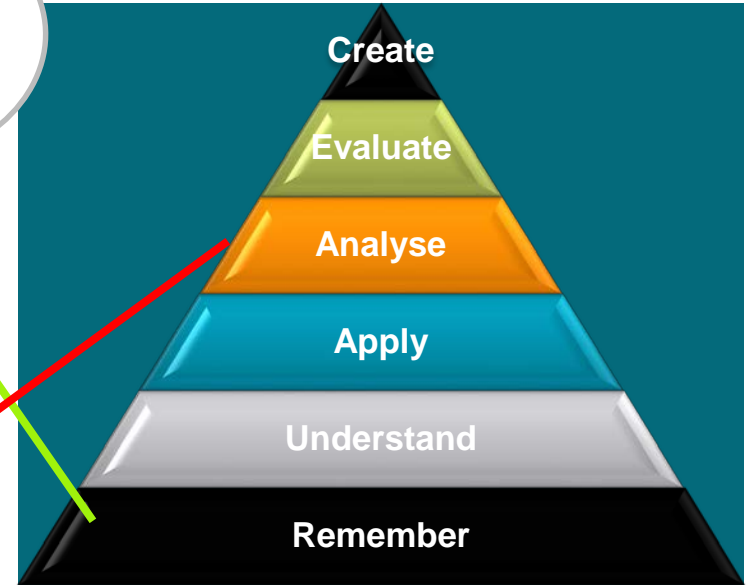
- **Combining product and process assessment that uses two methods (group and individual) in 1 rubric**
- **Combining more than one generic skills in a criterion**
- **Using academic/sophisticated language in descriptors**
- **Lack of specific expectations or too generic descriptors**
- **Including multiple LOs in one criteria**
- **Very long rubric – with long descriptors**

BOTTOM LINE: DID IT WORK?

- “Tim was so learned, that he could name a horse in nine languages; so ignorant, that he bought a cow to ride on.”
- Ben Franklin, 1751 *Poor Richard's Almanac*

Good Rote learning skills

Poor application skills



2 MINUTE EXERCISE



Microsoft Word
Document

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ACKNOWLEDGEMENT AND CONTACT

- Acknowledgements to Jon Yorke and Jamie Mustard for their comments and feedback on these slides
- Please contact Bhavani@Deakin.edu.au if you have any queries or feedback regarding these slides.

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