



Australian Government

Department of Education and Training

## Owning the Rubric: Student engagement in rubric design and use: Project ID16-5374



### Final report 2019

**Lead institution:** Avondale College of Higher Education

**Partner institutions:** Charles Sturt University & University of Technology Sydney

### Project leaders:

Associate Professor Maria Northcote (Avondale)

Professor Anthony Williams (Avondale)

### Team members:

Bev Christian (Avondale)

Dr Wendy Jackson (Avondale)

Dr Sue Joseph (UTS)

Dr Andrew Kilgour (CSU)

Dr Peter Kilgour (Avondale)

Dr Jason Morton (Avondale)

Dr Carolyn Rickett (Avondale)

Dr John Seddon (Avondale)

<http://assessment.avondale.edu.au/rubrics>

Support for the production of this report has been provided by the Australian Government Department of Education and Training. The views expressed in this report do not necessarily reflect the views of the Australian Government Department of Education and Training.



With the exception of the Commonwealth Coat of Arms, and where otherwise noted, all material presented in this document is provided under Creative Commons Attribution-ShareAlike 4.0 International License [creativecommons/4.0/license](https://creativecommons.org/licenses/by-sa/4.0/).

The details of the relevant licence conditions are available on the Creative Commons website (accessible using the links provided) as is the full legal code for the Creative Commons Attribution-ShareAlike 4.0 International License [creativecommons/4.0/legalcode](https://creativecommons.org/licenses/by-sa/4.0/legalcode).

Requests and inquiries concerning these rights should be addressed to:  
Higher Education Program Management  
Governance Quality and Access Branch  
Higher Education Group  
Australian Government Department of Education and Training  
GPO Box 9880  
Location code C50MA7  
CANBERRA ACT 2601

<[learningandteaching@education.gov.au](mailto:learningandteaching@education.gov.au)>

2019

ISBN 978-1-76051-679-6 [PDF]  
ISBN 978-1-76051-680-2 [DOCX]  
ISBN 978-1-76051-681-9 [PRINT]

## Acknowledgements

Members of the project team wish to thank the students and staff of Avondale College of Higher Education, Charles Sturt University and University of Technology Sydney who participated in this project. Much appreciation goes to the project's expert reference group (ERG) of national and international experts, including: Academic members—Professor Geoffrey Crisp, Emeritus Professor Denise Chalmers, and Associate Professor David Bolton. Also contributing to the ERG was a Rubric User Group comprised of two practising teachers: Carmel Roennfeldt and Karyn Stanton. Together the ERG provided feedback, guidance and advice to the project. Thanks also to Professor Kerri-Lee Krause for acting as the project's External Evaluator. The team acknowledges the support of the Department of Education and Training for providing funding for the project. It is acknowledged that the lead institution (Avondale) and partner institutions (CSU and UTS), provided substantial in-kind project funding and support. Finally, we would like to thank all the wonderful lecturer and student participants who gave so freely of their time, perceptions and understandings about assessment rubrics as they designed, co-constructed and used them together.

## List of acronyms used

DET	Department of Education and Training
ERC	Effective Rubric Characteristics
ERCI	Effective Rubric Characteristics Inventory
ERCQ	Effective Rubric Characteristics Questionnaire
ERG	Expert Reference Group
HERDSA	Higher Education Research and Development Society of Australasia
LMC	Lake Macquarie Campus (Avondale College of Higher Education)
LMS	Learning Management System
OLT	Office for Learning and Teaching
TPRC	Tracking Progress of Rubric Co-construction
TPRU&M	Tracking Progress of Rubric Use & Moderation

## Executive summary

The project focuses on collaboratively constructing and using assessment resources designed in partnership between teachers and students in higher education contexts. Traditionally, the early stages of assessment design were the domain of teachers. In recent years, many educators and researchers have called for increased levels of involvement by students during the development of assessment criteria, instructions and rubrics. By engaging students to work collaboratively with their university teachers to prepare and create assessment guidelines and rubrics, there is a greater potential for students to take ownership of and be accountable for their own learning outcomes.

## Project aim and context

The aim of the project was to investigate the innovative and collaborative use of assessment rubrics, in partnership between students and academic staff, in order to develop a model of collaborative rubric practice that is applicable in higher education contexts. The context of the project was important as it was conducted across six cohorts of undergraduate students and their university teachers from five different disciplines in three higher education institutions. The varied contexts provided a range of settings, each of which represented multiple cases to explore across multiple sites. A mixture of different degree year levels was also represented.

## Project approach

The project approach adopted a four-phase design across a two-year period. Employment of the project's methodology began in Phase 1 with team organisation, establishing project boundaries, scope and aims, and the construction of data gathering instruments required for Phase 2. Phase 2 employed the Delphi technique to establish the characteristics of effective rubric design, informed by a comprehensive literature review and advice provided by members of an expert panel. The outcome of Phase 2 was an instrument, the Effective Rubric Characteristics Inventory (ERCI) that guided the subsequent rubric co-construction processes followed by six cohorts.

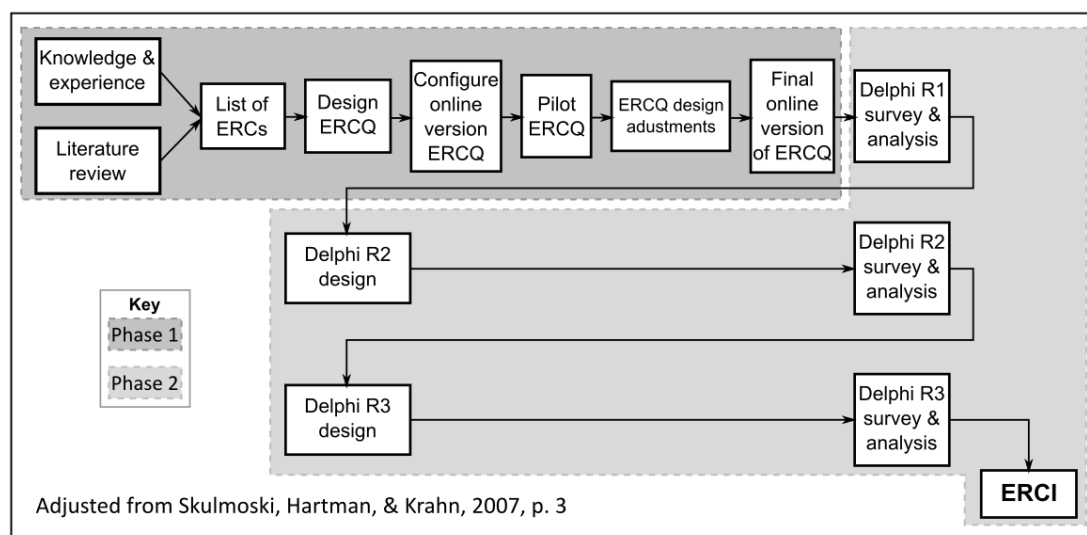


Figure 1: Flow diagram of the modified Delphi technique used in to create the ERCI

Also during Phase 2, a multiple case-study approach was adopted in which six cohorts of students at three institutions worked with their lecturers to co-construct a rubric that they would use in the following or same semester. The lecturers and students in each cohort were guided by a protocol including the ERCI and a set of recommendations for practice to enact when co-constructing assessment rubrics. In Phase 3, the six cohorts of students and their lecturers at three institutions *used* their co-constructed projects, guided by another set of protocols of practice. Data about the lecturers' and students' perceptions of these processes were gathered during Phases 2 and 3. Finally, in Phase 4, a model for rubric co-construction and use was designed. The *Model for Collaborative Rubric Construction and Use* is housed in the project's website which will be disseminated through workshops for members of the Australian higher education sector.

Each of the four project phases was characterised by the creation of resources, publications, data collection instruments, protocols, dissemination activities and project artefacts. These outputs have been made available for other educators and researchers to use, modify and apply in their own contexts. A description of these and other outputs is now provided.

## Project outputs

Throughout each stage of the project, resources and scholarly publications were developed identifying research-informed effective rubric characteristics, as well as the processes of co-constructing rubrics and using rubrics. All stages of the project are reflected in the final output of the project—the *Model of Collaborative Rubric Construction and Use*—and this model is one of the main features of the project's website. All the project's outputs have been developed for the purposes of enabling other educators to:

- replicate the methods and processes utilised in the study
- examine sample resources such as co-constructed rubrics, co-construction protocols and guidelines
- equip educational researchers with the information and resources required when considering extending aspects of the research.

**Effective Rubric Characteristics.** Based on an extensive literature review and through consultation with assessment experts using a Delphi technique, a collection of effective rubric characteristics was identified and formed the basis of the Effective Rubric Characteristics Inventory (ERCI). The ERCI is a useful, evidence-based tool that can be used to guide rubric co-construction processes by presenting ideal characteristics of rubrics to enhance student learning processes.

**Rubric co-construction resources and artefacts.** Protocols for facilitating collaborative rubric co-construction practices that engage university students and their lecturers were developed in the early stage of this project. Additionally, protocols for embedding co-constructed rubrics in general course processes were also developed during the project. Both sets of protocols provide guidelines for educators in how to implement rubric co-construction processes in higher education contexts. Artefacts created during these processes of rubric co-construction and use were gathered from each of the six cohorts in the study. These artefacts, including co-constructed rubrics and assessment task instructions, represent examples and guidelines for replicating rubric co-construction techniques, facilitated through teacher–student collaboration practices used during the project.

**Data collection instruments.** While the research team members acknowledge that some educators may wish to implement rubric co-construction and use protocols solely for the purposes of increasing student involvement in assessment design processes, some may choose to conduct research into the experiences of the students and lecturers who engage in such rubric co-construction and the use of these co-constructed rubrics. For those who wish to investigate these processes, the data collection instruments developed throughout this project are available on the project's website. These instruments include questionnaires, interview and focus group interview schedules. Other researchers

are invited to replicate the study, or aspects of it, to explore the impact of rubric co-construction practices in their own setting.

**Publications.** The research team has published or intends to publish a total of eight refereed outputs, including six refereed journal articles and two conference papers. Each of these publications report on various phases of the study, as well as the *Model for Collaborative Rubric Construction and Use*.

**Website, workshop and model.** More comprehensive details about the project's researchers, methodology, practical recommendations and publications can be accessed at the project's website: [Owning the Rubric](#) or by accessing the materials for the project's workshop: [Owning the Rubric: Facilitating rubric co-construction](#). The workshop will be offered in the first few months of 2019 at all the institutions involved in the project. The processes used during the project, the resources created to facilitate rubric co-construction processes and the artefacts created in the project are housed within the [Model of Collaborative Rubric Construction and Use](#), which can be accessed at the project's website.

## Key findings

The project's key findings are best described by examining the answers to its four research questions across the four phases.

1. **Effective Rubric Characteristics.** Informed by a literature review and advice from assessment experts, a set of 37 characteristics of effective rubrics were identified and published in the project's first publication: [Towards engaging students in curriculum transformation: What are the effective characteristics of rubrics?](#)
2. **Processes of rubric co-construction and use.** Guided by the Effective Rubric Characteristics Inventory (ERCI) as a guide to recognising high quality rubrics, the co-construction process began with planning collaboration sessions, followed by the exploration of rubric exemplars in conjunction with course learning outcomes and assessment task instructions. The actual co-construction of rubrics required three one-hour sessions. Embedding the use of co-constructed rubrics into course structures required further planning.
3. **Effect of rubric co-construction and use on student and lecturer perceptions of student learning.** Students and lecturers in the project reported very positive reactions to engaging in processes associated with rubric co-construction, with a specific appreciation for the role of rubrics as tools that increase marking consistency and inform students of assessment expectations. Concerns about timing, equity and reaching consensus were also expressed.
4. **Research-informed practical recommendations for rubric co-construction and use.** The *Model for Collaborative Rubric Construction and Use* has been developed to guide the application of rubric co-construction processes and the use of co-constructed rubrics.

# Table of contents

Owning the Rubric: Student engagement in rubric design and use: Project ID16-5374.....	1
Acknowledgements .....	iii
List of acronyms used .....	iv
Executive summary.....	v
Project aim and context.....	v
Project approach.....	v
Project outputs .....	vi
Key findings.....	vii
Table of contents .....	viii
Tables and figures .....	x
Tables.....	x
Figures.....	x
Chapter 1: Narrative .....	1
Introduction .....	1
Project context.....	1
Chapter 2: Project approach.....	3
Chapter 3: Outputs and findings.....	6
Chapter 4: Project impact, dissemination and evaluation .....	21
References .....	25
Appendix A: Project certification.....	27
Appendix B: Project Planning - Gantt Chart.....	28
Appendix C: Expert reference group.....	32
Appendix D: Publication plan .....	33
Appendix E: External Evaluator Report.....	37
1. Project evaluation context and overview .....	37
2. Project evaluation approach.....	38
3. Project evaluation: key findings.....	40
4. Concluding remarks .....	47
5. Acknowledgements .....	47
References .....	47
Appendix F: Criteria of DELPHI technique and data collection tools for Phase 1 .....	49
Criteria of selecting exclusion/inclusion for ERCs from Round 1 into Round 2.....	49
Effective Rubric Characteristics Questionnaire (Delphi Round 1) .....	50
Effective Rubric Characteristics Questionnaire (Delphi Round 2) .....	70
Appendix G: Data collection instruments for Phase 2 .....	75
Questionnaire 1 (TPRC-Q1-L) for Lecturers .....	76
Owning the Rubric: Student engagement in rubric design and use .....	viii



Questionnaire 1 (TPRC-Q1-S) for Students .....	80
Questionnaire 2 (TPRC-Q2-L) for Lecturer .....	84
Questionnaire 2 (TPRC-Q2-S) for Students .....	87
Interview Schedule (TPRC-I-L) for Lecturers .....	90
Focus Group Schedule (TPRC-FG-S) for Students .....	92
Appendix H: Protocol for Co-construction of rubrics in Phase 2 .....	94
Who has this protocol document been created for? .....	94
Overview of this protocol document.....	94
Process 1: Develop the TPRC instruments and recruit participants [for Researchers] .....	95
Process 2: Rubric planning and co-construction, and data collection [for Participants].....	99
Appendix I: Data collection instruments for Phase 3.....	104
Questionnaire 1 (TPRU&M -Q1-S) for Students .....	104
Questionnaire 1 (TPRU&M -Q1-L) for Lecturer .....	109
Focus group semi-structured questions for Students (TPRU&M –FG-S) .....	113
Semi-structured interview questions (TPRU&M –I1-L) for lecturer .....	115
Appendix J: Protocol for Use of Co-constructed rubrics in Phase 3 .....	117
Who has this protocol document been created for? .....	117
Overview of this protocol document.....	117
Process: Develop the TPRU&M instruments and recruit participants [for Researchers].....	117
Appendix K: Monograph of co-construction processes.....	121
Appendix L: Effective Rubric Characteristic Inventory (ERCI) .....	137

# Tables and figures

## Tables

Table 1: Project phases and research questions .....	3
Table 2: Effective Rubric Characteristics Inventory (ERCI) .....	7
Table 3: Components of the ‘Owning the rubric: Students and teachers co-constructing rubrics’ website .....	10
Table 4: Components of the ‘Owning the rubric: Facilitating rubric co-construction’ workshop .....	11
Table 5: Summary of project publications .....	13
Table 6: Anticipated project impact plan .....	21
Table 7: Our participants and data collection schedule (Phase 2) .....	97
Table 8: Our participants and data collection schedule (Phase 3) .....	119

## Figures

Figure 1: Flow diagram of the modified Delphi technique used in to create the ERCI .....	v
Figure 2: Model of collaborative rubric construction and use .....	13

# Chapter 1: Narrative

## Introduction

Assessment in higher education has long been a contentious and complex area. Because the successful completion of assessment tasks is usually closely linked to a student's academic success, much pressure is placed on students when preparing and submitting such tasks. Furthermore, much pressure is experienced by teaching staff to ensure their grading is valid, accurate, trustworthy and aligned to appropriate standards. In recent years, assessment rubrics have been used in universities to guide students in their learning and to support teaching staff in their grading and marking processes.

This project investigated how academic teaching staff and their students worked in partnership to co-construct and use assessment rubrics. By engaging students in the process of assessment design, the project pursued processes that aimed to increase students' involvement in the early stages of assessment, which have traditionally been teacher-driven. By involving students in the design of assessment rubrics, the hope was that the intended assessment criteria and standards would become more meaningful and accessible to students.

The aim of the project was to investigate the innovative and collaborative use of assessment rubrics, in partnership between students and academic staff, to develop a model of collaborative rubric practice that can be applied across disciplines in higher education contexts.

This project built upon the previous research about educator and assessor roles in rubric design and use. The key innovative value of this project was the development of strategies which engage students in assessment construction, traditionally the domain of the teacher. The project represents an innovative participatory assessment design involving students in the co-construction and use of rubrics with their teachers, to enable assessment *of* learning to be extended into assessment *for* learning and assessment *as* learning (Hume & Coll, 2009; Wiliam, 2011).

## Project context

Assessment is a vital part of higher education; it is a means of determining whether learning outcomes are met, a measure to evaluate the achievement of relevant professional standards and capabilities, and a means of reporting on student progress, achievement and, ultimately, graduation. However, assessment can and should also be used as a tool for developing student learning (Boud & Dochy, 2010; Sadler, 2007). If every assessment task, and every aspect of course design, is geared towards achieving specific learning goals, then students will experience immersion in learning, and develop the skills required to be a lifelong learner (Cooper, Orrell, & Bowden, 2010).

Increasingly, higher education institutions are implementing rubrics as a means of defining assessment criteria, and a framework upon which students base their assessments. Rubrics are intended to be an instrument for academic staff to relay their expectations to students, and for students to understand those expectations. Yet, rubrics are also seen as a way of creating equity in marking assessment tasks, particularly when multiple markers are involved with a single assessment task. Rubrics are seen as frameworks that direct the assessor's attention to what must be assessed (Cooper et al., 2010).

It is apparent, then, that rubrics have multiple roles in the field of assessment in higher education. However, the role of assessment rubrics has yet to be fully explored, especially in relation to how rubrics are connected with the learning experience of students. There is very little in the literature that reports on this aspect of the application of rubrics. This project is based on the assertion that, by involving students in the development of the rubrics they will use in their assessment tasks, the process of rubric co-construction will engage students in the learning process, help them to understand the assessment criteria, give them ownership of the whole subject and course experience, and encourage them to see academic staff as partners in the learning experience.

Collaboration in learning is well documented in educational literature as beneficial to the student experience. Taylor and Marienau (1997) assert that collaborative learning encourages students to deeply engage with assessment. Hager (2004) further suggests that engaging in collaborative learning prepares students for integration into collaborative workplaces after graduation. When students participate in this type of learning as part of their education, they are equipped for the realities of employment, where working collaboratively is an essential skill (Cooper et al., 2010).

Overall, the project aimed at creating an opportunity for students to engage in a collaborative experience with their academic teaching staff, their lecturers. Rather than merely regarding students as end-users of a product developed by academic staff, the research processes employed in this study engaged students in the design of rubrics. This process enhanced student learning experiences by enabling them to see themselves as partners in the learning experience and not just consumers of education.

The design of the project engaged students from six different disciplines across three higher education institutions in the co-construction of rubrics for subjects that they would subsequently study. Interviews with academic staff and focus groups with student participants, pre- and post- rubric co-construction, as well as pre- and post- surveys for both groups, provided a rich repository of qualitative and quantitative data for this mixed methods study. The three institutions and six discipline groups involved in this study were:

- Avondale College of Higher Education (lead institution)
  - Education
  - Theology
  - Nursing (two cohorts)
- Charles Sturt University (Wagga Wagga Campus)
  - Medical Radiation Science (including Medical Imaging, Nuclear Medicine, and Radiation Therapy)
- University of Technology Sydney
  - Creative Writing.

The study purposefully incorporated a diversity of institutions and disciplines to determine whether rubric co-construction is beneficial for students and academic staff across a range of contexts.

## Chapter 2: Project approach

This project explored the processes in which academic teaching staff and their students engaged in while co-constructing assessment rubrics. To prepare for co-construction, the researchers conducted a modified Delphi research method to determine the characteristics of effective rubrics. These ERCs (effective rubric characteristics) were then used to guide the process of rubric co-construction. Lecturer and student perceptions of the processes of rubric co-construction were tracked, as were their reactions to the subsequent use of the co-constructed rubrics. The project concluded with the development of a *Model for Collaborative Rubric Construction and Use* that includes practical recommendations for engaging staff and students in rubric co-construction.

### Overall project approach and methodologies

The mixed methods study employed an innovative two-pronged design using a modified Delphi technique followed by multiple case studies. The project adopted a four-phase design demarcating clearly the start, end and overlapping dates of each of the phases.

The two key methodological approaches employed throughout this project were the Delphi technique and multiple case studies. Together, these methodologies enabled the project team to develop a strong, informed knowledge base about how to develop effective, instructional rubrics for assessment purposes. This expert-informed knowledge was then used to track the design and use of rubrics by students in collaboration with their university lecturers. These processes promoted an innovative example of participatory assessment design in which students were involved in the construction and use of rubrics with their university teachers, to enable assessment of learning to be extended into assessment for learning and assessment as learning (Brown, 2005; Wiliam, 2011; Yucel, Bird, Young, & Blanksby, 2014).

The project was guided by a set of research questions (see Table 1) which were aligned to the four project phases which are outlined on the following pages.

*Table 1: Project phases and research questions*

PROJECT PHASE AND FOCUS	RESEARCH QUESTIONS
1-2: Effective rubrics	1. What are the characteristics of effective rubrics?
2 Collaborative rubric construction and use	2. How can students and teachers co-construct and plan the collaborative use of rubrics for student learning?
3-4: Effect of collaborative rubric construction on student learning	3. What effect does the co-construction and use of rubrics have on student and lecturer perceptions of student learning?
4: Model of collaborative rubric construction and use	4. What practical, research-informed recommendations can be used to engage students and academic staff in the collaborative process of designing and using assessment rubrics to promote learning?

Preparation for the project's publications was integrated throughout each phase of the project (see Appendix D: Publication plan). The researcher progress through each of these phases was tracked using the project's Gantt Chart (see **Error! Reference source not found.**).

### Project Phase 1 (August–December 2016): Organisation

Employment of the project's methodology began in Phase 1 with team organisation; establishing project boundaries, scope and aims; and the construction of data gathering instruments required for Phase 2 of the project.

During this initial period of the project the project team, project manager and reference group/expert panel were appointed. Planning meetings took place, and were scheduled for future phases, to establish efficient workflow, roles and milestones throughout the project. The literature review began

with a special emphasis on gathering information about the characteristics of effective rubrics to inform the development of the Delphi questionnaire. The project team worked with the expert panel to construct and pilot the Effective Rubric Characteristic Questionnaire, which was the key output of Phase 1.

The following outputs were produced during Phase 1:

- criteria of Delphi technique and data collection tools for Phase 1, including the Effective Rubric Characteristic Questionnaire (ERCQ) (see **Error! Reference source not found.**)
- Effective Rubric Characteristic Inventory (ERCI) (see **Error! Reference source not found.**)

## **Project Phase 2 (January–July 2017): Delphi technique/Multiple case studies—Rubric co-construction**

Phase 2 employed a modified Delphi technique to establish the characteristics of effective rubric design, informed by an expert panel (see Appendix C: Expert reference group). The Delphi technique was selected because it is an efficient and feasible method to obtain relevant knowledge about a particular topic from a collection of experts who do not necessarily need to be brought together physically (Keeney, Hasson, & McKenna, 2006). This technique is often used to promote innovation by gathering expert advice within interdisciplinary research contexts and it has been shown to be particularly useful in achieving consensus within a process of controlled feedback (Powell, 2003). The credibility of the expert panel ensured the validity of the results of the Delphi technique (Robson, 2011, p. 365).

The literature review, conducted in Phase 1 of the study, produced a set of effective rubric characteristics that had been reported in various assessment-related publications. These characteristics were used to develop the ERCQ. Using the Delphi technique, each rubric expert was requested to independently describe the characteristics of an effective rubric for assessment purposes by responding to items on the ERCQ. Two rounds of the questionnaire were used to consult the experts (see Appendix C: Expert reference group). Next, ‘the responses from each individual are collected, and all responses are passed on in an unedited and unattributed form to all members of the group’ (Robson, 2011, p. 64). Discussion sessions with the panel and individual team members followed, until consensus was reached (Lock, 1987) about the most important characteristics of effective rubrics for assessment purposes. Findings from the Delphi technique phase informed the development of the data-gathering instruments that were used with staff and students in the next phase of the study.

The final collection of ERCs were used to develop a protocol which guided six cohorts of students and their lecturers to co-construct an assessment rubric that they would later use to prepare the assessment task (students) and mark the assessment task (lecturers). The multiple case study method (Creswell & Plano Clark, 2011; Robson, 2011; Stake, 2005) was used in this phase of the study, based on the recruitment of a selection of students and academic staff across varied disciplines using the quota sampling technique (Patton, 2015). This process ensured varied disciplines were included in the research project. Each of the six cohorts was treated as an individual in-depth case (Ary, Cheser Jacobs, & Razavieh, 2002); disciplinary context was the main variation. Due to the cross-disciplinary nature of the project, students and academic staff from five disciplines were included as case study participants from: Creative Writing (one cohort), Education (one cohort), Medical Radiation Science (one cohort), Theology (one cohort) and Nursing (two cohorts). Perceptions of these processes were tracked through the employment of data collection instruments (questionnaires, focus groups and interviews) as they designed rubrics in partnership. Formative evaluation of the project was sought from the External Evaluator and the Expert Reference Group members at the end of the co-construction process.

The following outputs were produced during Phase 2:

- effective rubric characteristics (ERCs), published in the HERDSA 2017 paper
- protocol for co-construction of rubrics in Phase 2 (see Appendix H: Protocol for Co-construction of rubrics in Phase 2)

- data collection instruments for Phase 2, including questionnaires, interview schedule and focus group schedule (see **Error! Reference source not found.**)
- a collection of assessment artefacts produced by each of the cohorts including rubrics before co-construction, co-constructed rubrics, student feedback and assessment task instructions (see Appendix K: Monograph of co-construction processes)
- refereed conference paper presented at the HERDSA Conference in June 2017 (See [Chapter 3: Outputs and Findings](#) for more details)
- first Progress Report, February 2017.

### **Project Phase 3 (July–December 2017): Multiple case studies—Rubric use**

During Phase 3 the co-constructed rubrics, created during Phase 2, were used by students and their lecturers. A protocol was developed to guide how students and their lecturers worked together to use their co-constructed rubrics. Perceptions of these processes were tracked with data collection instruments (questionnaires, focus groups and interviews) as they used their rubrics in partnership.

The following outputs were produced during Phase 3:

- protocol for co-construction of rubrics in Phase 3 (see **Error! Reference source not found.**)
- data collection instruments for Phase 3, including questionnaires, interview schedule and focus group schedule (see Appendix I: Data collection instruments for Phase 3)
- second Progress Report, August 2017.

### **Project Phase 4 (January–December 2018): Dissemination**

Finally, in Phase 4, *A Model for Collaborative Rubric Construction and Use* was developed, using the findings of the previous three phases of the project. The model, along with other project findings and publications, is planned for dissemination through a series of workshops for members of the Australian higher education sector as well as a freely available project website and the project's Final Report.

The following outputs will be produced during Phase 4 and during 2019:

- project website: *Owning the rubric: Students and teachers co-constructing rubrics*
- project workshop: *Owning the Rubric: Facilitating rubric co-construction*
- the *Model of Collaborative Rubric Construction and Use*
- refereed conference paper presented at the Great Writing International Creative Writing (IGW) conference in June 2018; currently under review with *New Writing: The International Journal for the Practice and Theory of Creative Writing* (Routledge) (See [Chapter 3: Outputs and Findings](#) for more details)
- two additional refereed conference papers due for presentation at (a) the Australasian Association of Writing Programs Conference in November 2018, and (b) at the HERDSA 2019 conference in June 2019 (See [Chapter 3: Outputs and Findings](#) for more details)
- four additional refereed journal articles: (a) the *Assessment & Evaluation in Higher Education* journal, submitted in September 2018, accepted in February 2019, currently in press; (b) the *International Journal of Students as Partners* journal, to be submitted in July 2019; (c) *Journal of University Teaching & Learning Practice* (JUTLP), to be submitted in August 2019; (d) *Advances in Health Sciences Education* journal, to be submitted in August 2019. (See [Chapter 3: Outputs and Findings](#) for more details)
- third Progress Report, February 2018
- final Project Report, October 2018.

## Chapter 3: Outputs and findings

Findings of the project are presented below, in the form of answers to the project's four research questions. The outputs of the project are also described, including: a project website; a project workshop, a *Model of Collaborative Rubric Construction and Use*; and a number of project publications (published, completed and currently underway). Finally, the project's success and impediments are outlined, insights to the project are offered, disciplinary and interdisciplinary links are provided, as well as a discussion of links to other projects, followed by suggested future directions.

### Knowledge use and advancement

This project advances knowledge of rubric construction and use in higher education. Its unique contribution revolved around co-construction of rubrics by lecturers and students, and the engagement of students in the assessment design process. The development of a co-constructed rubric was an important aspect of the project but the collaboration involved in co-constructing rubrics, and the advantages students perceived in being part of this process, were also key contributions of the project to the field of assessment in higher education.

This section outlines the answers to the four original research questions. Knowledge derived from previous research in the field of rubrics was systematically collected by members of the team and collated into an annotated structured bibliography under different themes. These themes included: rubric design, rubric impacts on student learning, student engagement, accuracy of rubrics, limitations of using rubrics, rubrics and technology, collaborative use of rubrics and professional development of rubrics. The knowledge of previous research reported under these headings formed the basis of the literature reviews in each of the presentations and publications seeking to answer the research questions.

Different modes of data collection and data analysis were used as the research questions were answered and these will be highlighted. These include the development of data collection instruments specifically for this project, and data analysis techniques such as the Delphi method to gather key knowledge from assessment experts.

### ***Research Question 1: What are the characteristics of effective rubrics?***

The answers to this question were reported as a peer-reviewed conference paper at the Higher Education Research and Development Society of Australasia (HERDSA) Conference in 2017.

The structured literature review already referred to above was an important step in identifying effective rubric characteristics previously reported in recent literature. The knowledge and experience of experts in this field led to the development of a list of effective rubric characteristics (ERCs) using a modified Delphi Technique. This led to the design of the Effective Rubric Characteristics Questionnaire (ERCQ) piloted, adjusted, put online, surveyed and analysed, redesigned and analysed twice more until the Effective Rubric Characteristics Inventory (ERCI) was developed and used in rubric co-construction phase of the study. The final list of effective rubric characteristics from the ERCI are outlined in Table 2.



Table 2: Effective Rubric Characteristics Inventory (ERCI)

Category	Effective rubric characteristic
Purpose of rubrics	<p>Rubrics are useful as instructional tools for providing assessment guidelines to students</p> <p>Rubrics help in providing quality feedback to students</p> <p>Rubrics are a time-efficient way for teachers to provide feedback to students</p> <p>An effective rubric reduces marker bias</p> <p>Rubrics provide students with indicators for success and descriptions of these indicators</p> <p>Rubrics provide lecturers with indicators for success and descriptions of these indicators</p> <p>Rubrics help focus student effort</p> <p>Rubrics are useful as assessment tools (e.g. for grading)</p> <p>Rubrics are useful as instructional tools (e.g. for teaching and learning)</p> <p>Rubrics help teachers communicate intended learning outcomes</p> <p>Rubrics help students to plan their approach to an assignment</p> <p>Rubrics promote consistent marking of student assessments</p> <p>Student use of rubrics improves the standard of their work</p> <p>The use of rubrics reduces marking subjectivity</p> <p>The purpose of a rubric is better understood if it is co-constructed by teachers and students</p>
Marking criteria	Rubric marking criteria should align with the learning outcomes of an assessment
Performance descriptors	<p>Performance descriptors should be informative of what is good and bad work</p> <p>Performance descriptors should be worded concisely</p> <p>Performance descriptors should reflect clear gradations of quality</p>
Feedback narrative	Students benefit from feedback comments at the end of a rubric
Rubric development	<p>The effectiveness of a rubric should be tested against benchmarked performance standards</p> <p>Rubrics should be created not based on personal demands but rather on discipline standards</p> <p>Rubric creators should be sensitive to the use of academic discourse (e.g. terminology or jargon)</p> <p>Rubric creators should avoid vague and ambiguous language</p> <p>Peer-marking should occur among teachers to assess the effectiveness of a rubric</p> <p>The co-construction of a rubric provides learning opportunities for students</p> <p>Co-creating a rubric allows teachers and students to have a shared understanding of the expectations of an assessment</p> <p>The wording of a rubric is more clearly understood by students when they are a part of constructing the rubric</p>
Rubric application	<p>A rubric should be provided to students prior to them starting an assessment</p> <p>An effective rubric provides students with the opportunity to self-evaluate their own work before submission</p> <p>The purpose of a rubric should be explained to students</p> <p>Teachers should receive instruction in how to use the rubric prior to marking</p> <p>Students should receive instruction in how to use the rubric prior to submission</p> <p>Examples of exemplar work should be provided to students to illustrate work of high quality</p> <p>Rubrics do not replace good instruction</p> <p>Students should be provided with opportunities to practise their use of the rubric (e.g. provision of work of different standards to mark)</p> <p>Students should be encouraged to read the rubric after a grade is provided</p>

Source: <http://www.hersa.org.au/research-and-development-higher-education-vol-40-423>

## ***Research Question 2: How can students and teachers co-construct and plan the collaborative use of rubrics for student learning?***

The outcomes of this question were reported in multiple ways to multiple audiences, but especially via the following two publications.

*Great Writing International Creative Writing Conference* in London, June 2018

This paper, titled *Student collaboration in the co-construction of assessment rubrics*, was delivered at the Great Writing International Creative Writing Conference in London, June 2018. It was published in *New Writing: The International Journal for the Practice and Theory of Creative Writing* in February 2019. The paper includes a discussion of the results collected from the co-construction research conducted by one of the cohorts at one Sydney campus. The rubric construction team included first-year students and one academic teaching staff member in a creative non-fiction writing subject. They worked collaboratively to construct and then use the assessment rubric. The co-construction processes reported in this paper, undertaken during the same semester, enabled students and their lecturer to simultaneously learn about the role of a rubric. This presentation was an ideal opportunity to share practical reflections from this project with other academics working in this discipline. Specifically, through working with the students, practical implications emerged about how discussions of subjectivity around the assessment of writing can be counterbalanced by concrete language and aesthetic requirements through co-constructed rubric tools.

*Assessment and Evaluation in Higher Education Journal*

This article is titled, *A plan for the co-construction and collaborative use of rubrics for student learning*. This article was submitted to the *Assessment and Evaluation in Higher Education Journal* in September 2019, was accepted in February 2019 and is currently under review. The paper outlines a set of processes adopted to co-construct rubrics within six different contexts through collaboration with students and lecturers. The paper reports on how a mixed methods approach was utilised to gather data from both the lecturer-participants and student-participants in the study, using questionnaires, interviews and focus groups. Findings were presented in terms of student and lecturer views of rubrics and rubric co-construction, and the paper concludes with recommendations for practical approaches to rubric co-construction and future research directions. Student participants largely felt that engaging in the co-construction process broadened their understanding of not just rubrics, but also the whole assessment process. This paper reported on student views about how rubric co-construction made the assessment process fairer, simpler, and less subjective. While academic staff reported feeling optimistic about the benefits of co-construction, they were less optimistic about the administrative and organisational problems they foresaw. These problems included time constraints for developing subject material, ensuring that all involved students had a good understanding of the process and what was required of them, managing unrealistic student expectations of the process and its outcomes, and the possibility of conflicting opinions between students and lecturers. Academic staff participants saw three main benefits to students in the co-construction process: (a) an improvement in student learning and understanding of assessment tasks and rubric use; (b) an increase in ownership of the learning process by students; (c) the co-construction process had allowed students to gain insight into the role of the lecturer, to understand the complexity of designing assessments, and to appreciate the time involved in creating a meaningful learning experience.

## ***Research Question 3: What effect does the co-construction and use of rubrics have on students' and lecturers' perceptions of student learning?***

Students and lecturers who participated in this project reported positive reactions to the process of engaging in the co-construction and use of co-constructed rubrics. Many students were enthusiastic about participating in the project and enjoyed the experience of working with their lecturers. Specifically, the participants in the study reported an increased appreciation for the value of rubrics, especially in relation to ensuring marking was more consistent and explicit. Students gained insight into

the process of rubric construction, suggesting this process assisted them in their understanding of the assessment task, particularly their interpretation of assessment criteria.

The participants, both students and teachers, agreed that taking part in the rubric co-construction process assisted student understanding of course content and increased their investment in their course and their learning. The process also resulted in students being more deliberate in the way they planned their assessment activity; they reported becoming more aware of the learning outcomes of their courses. This increased recognition of the role of learning outcomes was also beneficial to the lecturers when designing assessment tasks and preparing for teaching. Many participants reported gaining a deeper understanding of the purposes of assessment, including an increased understanding of each other's role in the teaching and learning process.

Both students and lecturers suggested some advantages to engaging in the co-construction of rubrics and these advantages were largely associated with enhancing student learning experiences, by helping them to better understand what is required to complete a high-quality assessment task. The process of co-construction also had emotional effects, especially on students, with some reporting that engaging in the co-construction process reduced their anxiety about assessment and increased their confidence.

While participant perceptions about their involvement in the project were largely positive, there were a few areas of concern reported. Rubrics were not seen to be appropriate in all learning contexts, especially for tasks that required closed responses. There were concerns reported by students and lecturers about the possible inequity that may result if some students were involved in co-construction of rubrics while others were not. Time constraints, choice of implementation time and time required were also challenges mentioned by both students and teachers, along with concerns about possible situations in which those involved with the co-construction process could not come to an agreed and negotiated consensus about the content or structure of the co-constructed rubric. Lastly, the logistical challenges about how the rubric co-construction process could be implemented with very large groups of students were raised by some participants.

The writing of a comprehensive account of the answers to this research question has begun for a journal article that will be submitted in July 2019 to the *International Journal of Students as Partners* (IJSaP) journal. This is a relatively new journal which is published twice a year by McMaster University Library Press.

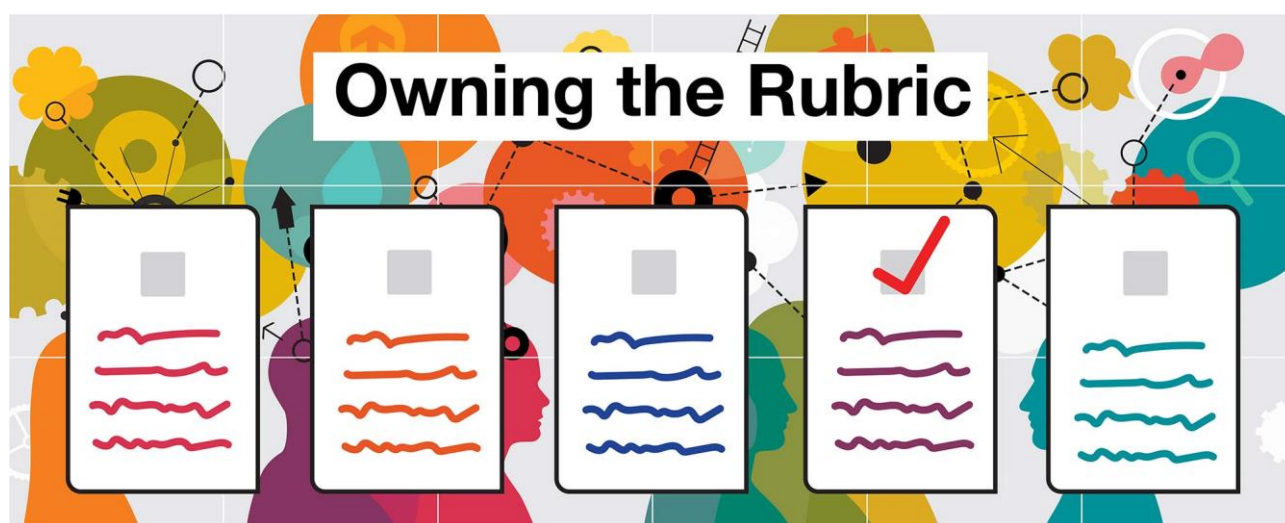
***Research Question 4: What practical, research-informed recommendations can be used to engage students and academic staff in the collaborative process of designing and using assessment rubrics to promote learning?***

Answers to the final research question were defined by using the combined answers to the previous three research questions which sought information about the effective characteristics of rubrics (Research Question 1), processes associated with rubric co-construction (Research Question 2) and student and lecturer perceptions of student learning after rubric co-construction and use takes place (Research Question 3). Together, the answers to these research questions informed the design and development of the *Model of Collaborative Rubric Construction and Use*, which is also featured in the project's website and workshop. Instead of only providing practical instructions and recommendations for how to implement rubric co-construction processes, the model also provides a foundational theoretical background as well as relevant literature and links to project publications. This approach ensures that the model offers *how to* advice as well as reasoning for *why* rubric co-construction may enhance learning and teaching experiences of students and teachers in higher education settings. By highlighting the value of the learning-teaching partnership between students and teachers, which is the basis of rubric co-construction processes, the model offers the higher education sector a one-stop shop to finding out about, informing and implementing rubric co-construction processes that engage both students and teachers, together, in assessment design. For more details, see the [Model of collaborative rubric construction and use](#) section of this report.

## Monograph

As an outcome of Phase 2 of the project, a monograph of artefacts was collated and forwarded to the Expert Reference Group for comment. These artefacts included a collection of draft rubrics (pre-co-construction), final co-constructed rubrics and some notes of the journey of co-construction of rubrics. They also include other resources, notes and diagrams that were collected at the end of the co-construction process including assessment task instructions and completed rubrics. Contents of the monograph were representative of the materials developed by participants in the project during the rubric co-construction process. For more details, see Appendix K: Monograph of co-construction processes.

## Project website: Owning the rubric: Students and teachers co-constructing rubrics



One of the major outputs of the project is the project website, [Owning the Rubric: Students and teachers co-constructing rubrics](#). The website will be hosted as part of the lead institution's [Assessment@Avondale](#) website. The project's website includes an overview of the project as well as information about the processes adopted to prepare and implement the project and scholarly outputs of the research.

Table 3: Components of the 'Owning the rubric: Students and teachers co-constructing rubrics' website

WEBSITE CATEGORY	COMPONENT	DETAILS
Background and setup	Project information	Project title, lead institution, partner institutions, project leader and team member names, source of funding, funding amount, dates
	Logistics	Organisational information about setting up the project
	Effective rubric characteristics	An account of the characteristics of effective rubrics identified during the project, using a Delphi technique
Processes and Resources	Co-construction processes	An outline of the processes used in the project during which students and lecturers co-constructed assessment rubrics
	Using co-constructed rubrics	An outline of the processes used in the project during which students and lecturers used the rubrics they co-constructed
	Rubric examples	A collection of rubrics from published literature and produced by the participants of the project
Recommendations, research and publications	Research methods	Information about the four phases of the project, including protocols, timelines and data collection instruments
	Recommendations for practice	Practical and research-informed recommendations are presented for how to engage students with and academic staff in the collaborative process of designing and using assessment rubrics

WEBSITE CATEGORY	COMPONENT	DETAILS
	References and publications	List of references related to assessment in higher education, rubrics, student involvement in assessment, grading and marking practices and details of project team's publications (published, submitted and in progress)
Model of Collaborative Rubric Construction and Use		A model of collaborative rubric practice including design and use of rubrics that incorporates all the above components

## Project workshop: Owning the rubric: Facilitating rubric co-construction



Materials for the workshop, *Owning the rubric: Facilitating rubric co-construction*, are currently under development and planned for presentation during January through to March 2019 at the following higher education institutions:

- Avondale College of Higher Education—Lake Macquarie and Sydney campuses
- University of Technology Sydney
- Charles Sturt University, Wagga Wagga campus.

The workshop will also be offered to members of [The Higher Education Private Provider Quality Network \(HEPP-QN\)](#) during their second meeting in 2019.

After the workshops are facilitated, materials used will be modified, based on feedback from the workshop participants. These materials will be made available on the project's website for use by other members of the higher education sector.

The following workshop structure outlines each workshop component, along with its mode of delivery and processes.

*Table 4: Components of the 'Owning the rubric: Facilitating rubric co-construction' workshop*

Workshop section	Mode of delivery	Process (Group/Individual)
Introduction	Presentation by OLT team member.	Whole group
Effective rubric characteristics	Brainstorm effective characteristics	Partners
	Presentation with input from participants	Whole group
Sample rubrics	Participants evaluate rubrics.	Partners (from different disciplines)
	Feedback from participants on what they discovered	Whole group
	Consideration of assessment tasks that do <i>not</i> require or suit rubrics	Whole group
Co-construction protocols	Presentation from OLT team divided into: Preparation for co-construction Limitations & opportunities Overcoming challenges Group dynamics of online and face-to-face co-construction	Whole group
Model of collaborative rubric construction and use	Presentation from OLT team	Whole group
Reflection on own practice and goal setting	Guided reflection	Individual and then with a partner from the same discipline preferably

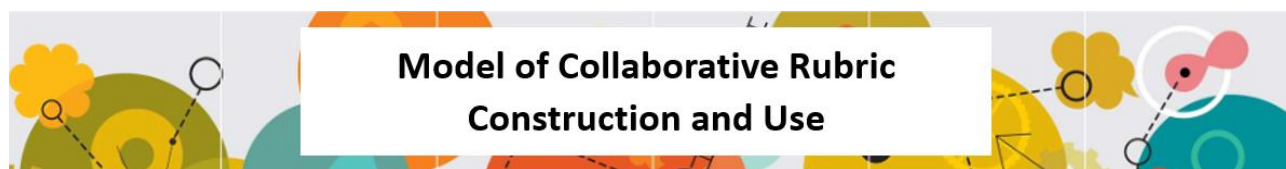
During this workshop, the characteristics of effective rubrics will be shared with participants, based on the extensive literature review and consultation with the panel of assessment experts. These characteristics will then be used as the basis to critically analyse a collection of assessment rubrics from varied higher education disciplinary contexts. Based on experiences of lecturers and students who participated in the project, protocols will be presented for how to engage students in the process of co-constructing assessment rubrics with their lecturers. Lastly, a model for collaborative rubric co-construction will be shared with workshop participants who will then be encouraged to reflect on how the model, or aspects of it, could be applied to their own contexts.

The workshop facilitators will include the project leader and 2–3 members of the project team.

By the end of the workshop, it is anticipated that participants will be able to:

- identify effective rubric characteristics from literature and assessment experts
- critically analyse rubric examples using effective rubric characteristics
- describe methods used to facilitate teacher–student co-construction of assessment rubrics
- based on an analysis of a model of rubric co-construction, reflect on how some aspects of this model could be applied to your teaching context.

### **Model of collaborative rubric construction and use**



This model is designed to guide educators in applying processes that facilitate the co-construction of assessment rubrics for lecturers and students in higher education contexts. It is intended that the model can be applied across disciplines in classes of university students where assessment rubrics are used to (a) guide students in assessment task preparation and (b) support the evaluation of their assessment tasks.

The model is made up of three levels:

- Level 1: Behind the scenes—Background and setup information
- Level 2: Working together—Processes and resources
- Level 3: Sharing scholarship—Research and publications

The model outlined below (Figure 2) is interactive when it is accessed on the project’s website. Each of the nine cells of the model links to other parts of the website. For example, the ‘research methods’ cell links to another page that describes the project phases and data collection methods. The ‘Co-construction processes’ cell links to the project’s protocol of instructions for how to work with students to co-construct rubrics.

The model provides advice to those who wish to implement varying degrees of the rubric co-construction process alongside some cautions about when *not* to use rubrics. Tips and tricks about managing risks associated with the rubric co-construction process are also presented. To ensure the model can be customised to varied educational contexts, a collection of questions to guide practice is provided at each stage of implementing co-construction processes, as well as recommendations for how to set up rubric co-construction, how to implement rubric co-construction and how to research rubric co-construction.



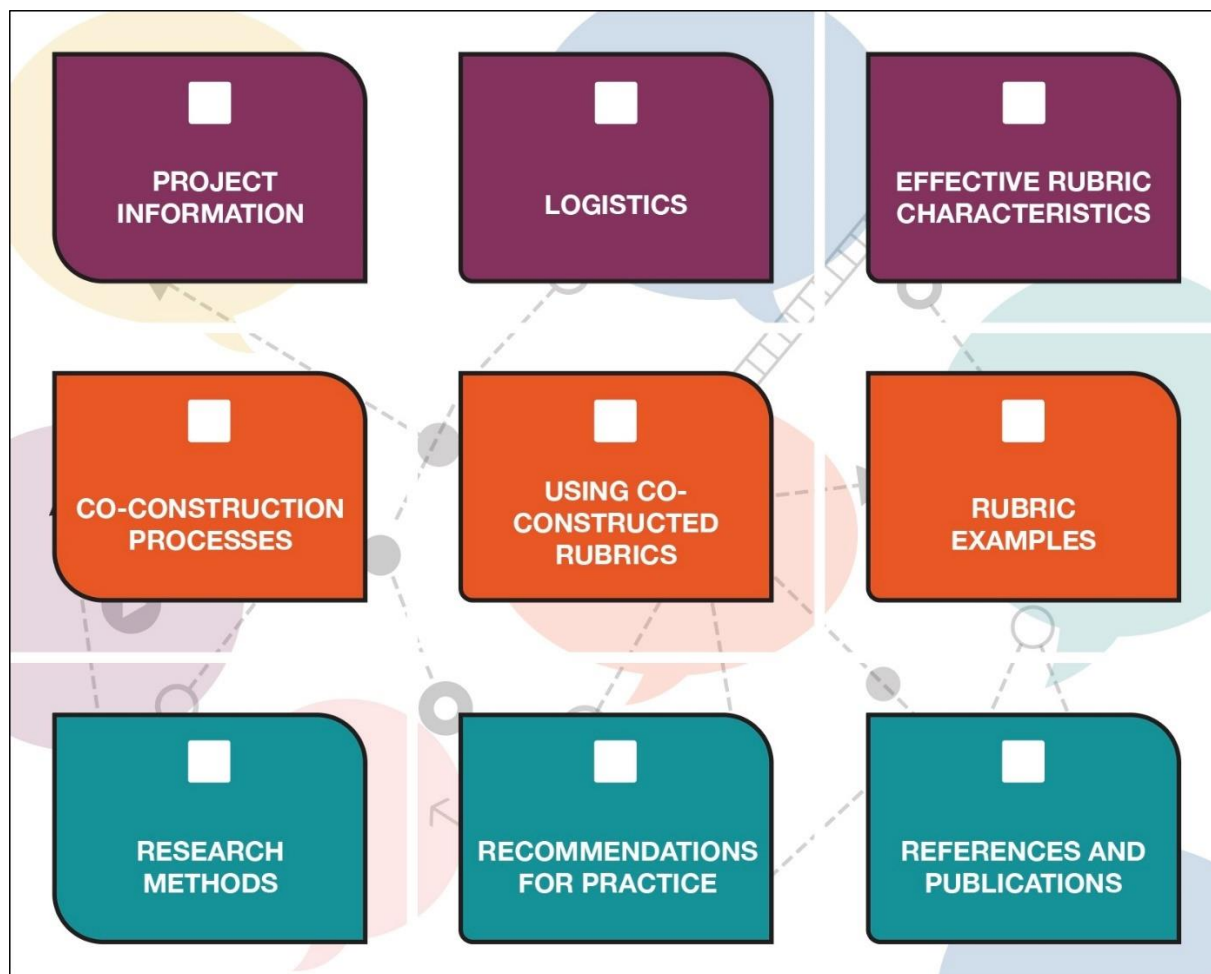


Figure 2: Model of collaborative rubric construction and use

## Project publications

The research team has published or intends to publish a total of eight refereed publications. At the time of completing this Final Report, three conference papers have been presented, one of which is published as part of the conference's proceedings (no. 1 in Table 5), another has been published in a peer-reviewed journal (no. 2 in Table 5) and another is due to be submitted to a peer-reviewed journal (no. 4 in Table 5). One journal article has been accepted for publication in a peer-reviewed journal (no. 3 in Table 5). In addition, a further four publications are currently underway—one conference paper (no. 5 in Table 5) and three peer-reviewed journal articles (no. 6, 7 and 8 in Table 5).

Table 5: Summary of project publications

No.	Publication type	Conference/Journal	Publication details
1	Refereed conference paper	HERDSA 2017 Conference	Williams, A., Northcote, M., Morton, J. K., & Seddon, J. (2017). Towards engaging students in curriculum transformation: What are the effective characteristics of rubrics? In R. G. Walker & S. B. Bedford (Eds.), <i>Research and Development in Higher Education: Curriculum Transformation. Refereed papers from the 40th HERDSA Annual International Conference</i> (Vol. 40, pp. 423–433). Hammondville, NSW, Australia: Higher Education Research and Development Society of Australasia, Inc. Also available at: <a href="http://www.herdsa.org.au/research-and-development-higher-education-vol-40-423">http://www.herdsa.org.au/research-and-development-higher-education-vol-40-423</a> This paper was presented in June 2017 and published in December 2017.

No.	Publication type	Conference/Journal	Publication details
2	Conference paper and refereed journal article	<i>Great Writing International Creative Writing (IGW) 2018 Conference/ New Writing: The International Journal for the Practice and Theory of Creative Writing</i>	Joseph, S., Rickett, C., Northcote, M., & Christian, B. (2018). Student collaboration in the co-construction of assessment rubrics. Paper presented at the <i>Great Writing International Creative Writing (IGW) Conference</i> , Imperial College, London. This conference paper was presented in June 2018. The full paper was published in <i>New Writing: The International Journal for the Practice and Theory of Creative Writing</i> in February 2019.
3	Refereed journal article	<i>Assessment &amp; Evaluation in Higher Education</i> journal	Kilgour, P., Williams, A., Kilgour, A., & Northcote, M. (2018). A plan for the co-construction and collaborative use of rubrics for student learning. <i>Assessment and Evaluation in Higher Education</i> . This journal article was submitted in September 2018 and accepted in February 2019. It is currently in-press.
4	Conference paper and refereed journal article	<i>Australasian Association of Writing Programs</i> Conference, November 2018/ <i>TEXT: Journal of Writing and Writing Courses</i>	Rickett, C., Joseph, S., Northcote, M., Christian, B., & Seddon, J. (2018). <i>Peripheries and praxis: The effect of rubric co-construction on student perceptions of their learning</i> . Paper to be presented at the Australasian Association of Writing Programs Conference, Perth, Western Australia. This conference paper was presented in Perth in November 2018; in April 2019 the full paper will be submitted for publication as a refereed journal article to <i>TEXT: Journal of Writing and Writing Courses</i>
5	Conference paper	<i>HERDSA 2019 Conference</i>	This refereed conference paper was submitted in February 2019 and, if accepted, will be presented in July 2019 at the HERDSA 2019 conference. This paper will report on a summary of the project. The authors will be Maria Northcote, Bev Christian, Peter Kilgour, Carolyn Rickett, Wendy Jackson and John Seddon.
6	Refereed journal article	<i>International Journal of Students as Partners</i> journal	This article will report on how students engaged with their lecturers as a result of the rubric design processes used in the project. The working title of the paper is: Students as partners in the construction of assessment rubrics: <i>The impact on perceptions of student learning and student-academic interaction</i> . The authors will be Wendy Jackson, Bev Christian and Andrew Kilgour. The article is due for submission in July 2019.
7	Refereed journal article	<i>Journal of University Teaching &amp; Learning Practice (JUTLP)</i>	This journal article is currently being written and will report on the model for collaborative rubric practice (including design and use of rubrics) that was produced during the project. The authors of this article are Maria Northcote, Wendy Jackson, Jason Morton and Peter Kilgour. This article is due for submission in August 2019.
8	Refereed journal article	<i>Advances in Health Sciences Education</i> journal	This journal article is currently being written and will report on the application of the project's research processes and recommendations in the context of health education (using data from the nursing and medical radiation science cohorts). The authors of this article Jason Morton, Andrew Kilgour, Linda Cloete and Sonja Dawson. This article is due for submission in August 2019.

For further details about the project's publications, see Appendix D: Publication plan.

## Disciplinary and interdisciplinary linkages

As discussed in [Project Context](#), the diversity of higher education institutions and disciplines represented in this project is one of its features. The results that have arisen from the project



demonstrate that the principles of collaborative learning, and the uses of rubric design as an instrument of collaborative learning, are not restricted by institutional or disciplinary boundaries.

Academic staff and students in all represented disciplines saw the rubric co-construction process as beneficial, and even enjoyable. This is notable when the nature of the disciplines is considered. Medical Radiation Science is scientific in nature, with an element of patient care included. Nursing is more slanted to patient care, with elements of science still integral. Education walks a tightrope between traditional discipline knowledge, and the somewhat subjective assessment of the educational ability and skills of pre-service teachers. Theology is ideas-based, involving the interpretation of ancient texts and their application to life. As such, it contains elements of creativity in how to apply its principles to real life. There are also subjective components in assessing creative writing, but these are imbued with conventional and concrete language skill principles, albeit often with experimental application.

Despite this diversity, similar themes emerged from the different higher education institutions and disciplines, among both academic staff and students. In particular, there is an appetite among the staff and institutions involved to further this research, and diversify it to include the practicalities of introducing co-construction as integral to course and subject design. This will be challenging when the different institutional policies and practices are considered, but it is felt that the lessons learned from this pilot project, and the linkages formed between these institutions, will allow this research to progress.

## Analysis of success

One of the pedagogical factors critical to the success of this project is its relevance and application to improving collaborative practice between lecturers and students. Cultivating a shared knowledge and investment in the ways in which assessments are shaped and examined through the co-construction and use of rubrics is important for ongoing and sustainable lecturer and student engagement.

While previous research has examined the accuracy and consistency of marking student work through the use of rubrics (Stevens & Levi, 2011; Wolf & Stevens, 2007), this project responded to a knowledge gap by exploring the role students might play in actively partnering with lecturers in curriculum design and assessment processes. Traditionally, lecturers have a vested interest in rubric design and use because of their independent and arbitrating role in ensuring learning outcomes are met and then quantifying (and justifying) student success in relation to those outcomes. The central innovation and success of this project relates to a redistribution of academic power and a privileging of students as participatory creators, rather than passive consumers. This project held as one of its central philosophical tenets ‘the importance of curriculum design in creating opportunities for students to develop the capabilities to operate as judges of their own learning’ (Boud & Molloy, 2013, p. 698).

However, in more specific operational terms, the factors critical to the success of the project’s progression and completion are summarised below.

- **Interdisciplinarity.** The diversity of disciplines included in this project (Education, Theology, Nursing, Medical Radiation Science, and Creative Writing) helped facilitate a shared understanding about assessment and student learning.
- **Cross-institutional collaboration.** Drawing on partnerships between regional and city universities and private and public providers created greater collaborative opportunities to build on best learning and assessment practices.
- **Project management.** Regular communication and clarification of the purpose and expected outcomes throughout all four phases of the project via formal and informal team meetings and an updated Gantt chart ensured a systematic and ordered tracking and progression of milestones (see **Error! Reference source not found.**).
- **Moodle.** The project’s Moodle site, housed in the lead institution’s Learning Management System (LMS), functioned as an information hub across all disciplines and institutions where team members could post, store, and access historical and in-progress documents and project-related resources.

- **Expert Reference Group.** The contribution of an international and national expert panel of academic scholars including Professor Geoffrey Crisp Dean, Learning and Teaching, Royal Melbourne Institute of Technology; Emeritus Professor Denise Chalmers, Winthrop Professor, University of Western Australia; and practicing teachers Carmel Roennfeldt, Macquarie College and Karyn Stanton, Carmel Adventist College helped to ground the project in an authentic context.

However, it should also be acknowledged that several factors temporarily impeded the project, and these included these challenges.

- **Ethics clearance.** As this project involved academics from three institutions (Avondale College of Higher Education; University of Technology, Sydney; and Charles Sturt University, Wagga) there were various delays in the approval processes. One of the recommendations arising from this project is to allow greater lead time for gaining ethics clearance when conducting cross-institutional research.
- **Rubric submission dates.** A number of tertiary providers require that unit information and rubrics are published and made available to students before a semester commences. This necessitated student participants to come outside of semester time to engage in the first phases of the project, and such timing limited the number of students who were available to be involved.
- **Personnel changes.** The initial project leader retired part way through the project. It was fortunate another team member with an impressive research profile, relevant scholarly expertise, leadership and mentoring skills was able to inspire and lead the team to a successful completion of the project. One recommendation for future project teams is that when team members are initially selected, ensure there is expertise and capacity for more than one person to lead a team should the critical need arise.

## Project success factors

Despite the challenges that occurred throughout the project, and with a new project leader in the latter phases, team members have continued the momentum of delivering key outcomes. While academic findings from the project have been, and will be, shared at various national and international conferences, and articles submitted to peer-reviewed journals associated with the various disciplines represented in the project, it is the design and development of materials for workshops to engage and train staff across Avondale College of Higher Education, University of Technology, Sydney and Charles Sturt University, and members of the Higher Education Private Provider Quality Network (HEPP-QN), that form a vital component of the project's ultimate success.

The workshops are a practical tool for helping participants identify effective rubric characteristics drawing on evidence from research and relevant expertise, develop skills for critically analysing effective rubric examples, and reflect on the ways in which a *Model of Collaborative Rubric Construction and Use* might be purposefully applied to their own teaching contexts. One of the major success factors of the project is that the model of practice featured in the workshop, or aspects of it, can be strategically repeated, expanded, transferred or adapted to any discipline area or lecturing scenario.

In addition to the workshops scheduled at the three partner institutions in early 2019, the project website is another resource integral to the project's success in disseminating findings and the model of rubric co-construction. A key indicator for the impact of a research project is the wide dissemination of proposed outcomes. Critical to the meeting this measure of success is the development of a project website which will serve as a resource for the participating tertiary providers and, importantly, national and international teaching institutions beyond these initial linkages. The website, which is connected to Phase Four of the project, focuses on the research question: What practical, research-informed recommendations can be used to engage students and academic staff in the collaborative process of designing, using and moderating assessment rubrics to promote learning? By addressing this question,

the project website offers an enduring contribution to educational stakeholders who place significant value on interventions that advance transparent practices to improve student involvement in learning, and the ways in which assessment might be implemented across institutions and various disciplines.

### **Project impediments**

In our initial application, we identified two potential impediments for the success of this project. These are outlined below, including whether they impacted the success of the project.

- ***Reliance on motivated students and academic staff who were willing to engage in the process rubric co-construction.*** This did not prove to be a problematic issue. Students and staff eagerly volunteered as participants and were fully engaged with the process as evidenced by the positive responses in the questionnaire.
- ***Managing the project across three institutions.*** This did not prove to be a problematic issue either. Our Project Manager and Team Leader kept regular communication between the three institutions using a Moodle platform and frequent meetings. These meetings used Skype for those staff who could not travel to the Avondale Campus. Finding time for all team members to meet was a problem, although most team members were present at each meeting. The Team Leader communicated with all team members, including those who were not present, via email with updates, meeting summaries, lists of tasks to complete and so forth after all meetings. The Moodle platform also provided a repository of information. In some instances, meetings were held with smaller groups to focus on a particular aspect of the project. These were far easier to organise than whole-group meetings.

- **Moderation.** Originally, the project team intended to track student and lecturer perceptions about their engagement in moderation processes (that is, the quality assurance processes associated with confirming assessment tasks have been marked accurately and fairly). Assessments were moderated at each university through usual best practice. However, managing issues of confidentiality in giving students access to their peers' grades for student moderation became insurmountable. We decided to remove this aspect of moderation, creating a possible nexus for future research.
- **Additional impediments.** Other impediments presented themselves throughout the project but were managed successfully. These were:

*Team Leader (Professor Tony Williams) leaving the team in early 2018.*

This disruption occurred late in the project. Thankfully, one of the team members, Associate Professor Maria Northcote, stepped into the role and has led the project to ensure deliverables were met. This did result in a slight delay in the completion of the final report for which a one-month extension was granted. Other deliverables are on track for completion as per the initial application.

*Requirements for ethics approval across different institutions.*

There was a question whether separate ethics applications were required at each institution. This caused some initial confusion and required intervention by the Team Leader to inform the institutions that an approved application from the leading institution was all that was required. The delay in receiving reciprocal ethics approval from the participating institutions caused slight delays to the project timeline.

*Early submission of rubrics prior to the beginning of a unit/subject.*

Ideally, it would be beneficial for students to co-construct, and use, a rubric within the semester that a unit/semester runs. However, most institutions (except UTS) required rubrics to be available to students in the weeks prior to the start of the semester, or even earlier. This meant that the co-construction of rubrics had to be done before students were enrolled in the unit/subject (except UTS), often many months before enrolment. This time disparity is not ideal.

When delivering the project's workshop, the research team looks forward to sharing some of these impediments with workshop participants in anticipation that some strategies may be offered to ameliorate identified issues.

## Insights

The project team compiled a set of characteristics of effective rubrics. As these characteristics were drawn from a wide variety of sources, it is feasible that they could function as a starting point for the development of rubric construction guidelines for similar projects. As this was a multi-disciplinary, cross-institutional research project, several insights were also gained that may assist with the implementation of rubric co-construction in different settings, across diverse courses and in individual units both in face-to-face and distance education modes.

In Australian higher education institutions, there is considerable variation in academic calendars, publication dates for unit/student information and requirements about what is included in these documents. Five campuses across three higher education institutions were involved in the rubric co-construction project, with a total of five disciplines involved. This diversity of settings ensures this project is relatable beyond the immediate context. The logistical issues that surfaced regarding academic calendars, publication dates of unit information for students, timing of and approach to rubric co-construction activities, and the nature of assessment tasks offer insights into how other higher education institutions may approach a similar project.

While this project has demonstrated a potential for implementation in both face-to-face and distance education classes across several disciplines, the project team acknowledges that findings may act as a

springboard for research with an even wider scope.

The challenges encountered across the three participating institutions highlight the issues that inflexibility of academic calendars and course requirements may have on the ability of students to 'own the rubric'. Therefore, although this research shows that rubric co-construction can be adopted successfully in a variety of institutions, courses and units, it also cautions that higher education institutions wishing to adopt or replicate part or all of this project, should give careful consideration to the policies and expectations of their own institution. This includes consideration of the academic calendar, the timing and publication of unit information, the timing of co-construction sessions, and the nature of the assessment tasks for which the rubric co-construction process is chosen.

## Discussion of links to other projects

Several OLT projects have explored effective assessment practices in specific contexts such as biology (Harris et al., 2007), business (Vu et al., 2011), and mathematics (Varsavsky, King, Coady, & Hogeboom, 2014). The first two studies concentrated more on the design of learning and teaching activities or assessment standards than on rubric construction. In the case of Varsavsky et al. (2014), the assessment criteria and standards were used as the basis for rubric construction, and their use was tested in several trials. As rubrics were noted to be a novel approach for many educators in mathematics, both lecturers and students were surveyed on their use. Findings included positive responses about the usefulness of rubrics for consistent grading from both lecturers and students. However, no student input was considered in the construction of the rubrics and the study was limited to a single discipline.

Another OLT grant that specifically considered tertiary assessment practices is the multidisciplinary study: *Improving assessment: Understanding educational decision-making in practice* (2014) by Dawson, Bearman, Molloy, Boud, Joughin and Bennett. Findings of this study included the importance of peer review in the improvement of the quality of assessments and the necessity of balancing prescription and flexibility in assessment practice.

A pair of studies by Schmidt and Schuwirth also explored tertiary assessment practices. The two projects, *Better judgement: Improving assessors' management of factors affecting their judgement* (2013) and by Schmidt, Schuwirth, and O'Keefe, *Better Judgement-2: Improving assessors' management of factors affecting their judgement* (2016), consider the role and identification of assessor bias in grading and identify strategies to reduce this bias. Rubric strategies are highlighted as a means to reducing generalisation errors.

All these studies about assessment practice are assessor-focused. They consider how rubrics improve consistency in marking, reduce bias, and might be improved by the involvement of other lecturers. Rubrics, however, serve not only to help the lecturer, but also to help the student understand the expectations of the lecturer in relation to the assignment. In past literature, little consideration has been given to the importance of the form of the rubric from a student viewpoint. The project reported in this report builds upon these previous projects by considering whether student input in the construction of rubrics might be considered as part of good assessment practice.

## Future research directions

Although this project has specifically focused on the involvement of students in assessment design processes, outcomes of the project have revealed some suggested directions for future research.

- **Varied disciplines, contexts and class sizes.** Cohorts from five different disciplines were involved in the project outlined in this report. The researchers of this project invite other researchers to replicate this research, using the protocols and data gathering instruments created during this study, to further investigate the impact of rubric co-construction on lecturer and student perceptions of effective assessment practices.
- **Impact on quality of learning.** This project investigated the impact of rubric co-

construction and use on lecturer and student *perceptions* of student learning. Future research is recommended into the impact of rubric co-construction and use on the actual learning outcomes of students.

- ***Moderation (sometimes known as calibration)***. The extent to which students engage in the full assessment process, from conception and design through to moderation/calibration of grading results and reporting results, is yet to be fully explored in higher education literature. The project team involved in this project, although originally intending to engage students in the moderation/calibration process, did not venture into this stage of assessment due to time and logistical constraints, as well as challenges regarding confidentiality of student grades.

## Chapter 4: Project impact, dissemination and evaluation

To ensure the quality of the processes that guided the project, as well as the eventual use and application of the outcomes of the project, a set of strategies were developed to guide the progress of the project's team members throughout and beyond the close of the project.

### Impacts

Assessment tasks and tools used for grading the achievement of student learning outcomes are often designed and implemented by teachers with little regard given to how these assessments can be used as an instructive tool (assessment *for* or *as* learning) for improving student engagement and learning (Hume & Coll, 2009; Wiliam, 2011). This project aims to develop strategies and case study examples of how to increase the participation of students in the innovative and collaborative use of assessment rubrics, in partnership with academic staff. These processes impacted on engagement levels of students across five disciplines across six cohorts in three higher education institutions. By seeking expert advice from national and international assessment experts, the Expert Reference Group ensured that the project's foundation was strongly based on current best practice in rubric design and use.

This project aimed to investigate the innovative and collaborative use of assessment rubrics, in partnership between students and academic staff, to develop a model of collaborative rubric practice that can be applied across disciplines in higher education contexts. As a result of this investigation, the project created a *Model of Collaborative Rubric Construction and Use*. Impact of the project's outcomes will largely be enacted through the availability and dissemination of the *Owning the rubric: Students and teachers co-constructing rubrics* website. The impact of the project's outcomes has been outlined in Table 6 in the Impact Management Planning and Evaluation Ladder (IMPEL) framework.

The outcomes of this project were designed to impact:

- the quality of engagement experienced by undergraduate higher education students and their attitudes to engaging with assessment processes before, during and after they complete assessment tasks
- academic staff involved in the design and teaching of undergraduate students
- our understanding of best practice rubric design and use as well as any pitfalls in the use of rubrics.

Table 6: Anticipated project impact plan

	Anticipated impacts (changes and benefits) at:			
	Project completion	6 months post-completion	12 months post-completion	24 months post-completion
<b>1. Team members</b>	Team members understand effective rubric design and implement some aspects of the project's rubric co-construction processes and protocols	Educators from a variety of disciplines, led by an assessment expert from the project, work together to deliver professional development workshops on student engagement in rubric design	Team members implement the recommendations across all their institutions	

	Anticipated impacts (changes and benefits) at:			
	Project completion	6 months post-completion	12 months post-completion	24 months post-completion
<b>2. Immediate students</b>	Students who contribute to development of rubrics for effective learning have increased engagement with assessment practices and their own learning	Identification of disparities between student views and teacher views on the design and use of rubrics across other units/courses taught by the team members	Identification of disparities between student views and teacher views on the design and use of rubrics in units taught by non-team members and re-evaluation of the impact of student voice informed rubrics	Rubrics informed by student voice will provide greater ownership of assessment criteria and engagement with assessment processes across the disciplines represented by team members
<b>3. Spreading the word</b>	Reporting key findings to the OLT and to other universities via scholarly publications, workshops and a website	Ongoing development of website resource. Further conference presentations and journal articles published	Review and publication of the strengths of the project, reported in local and international journals	
<b>4. Narrow opportunistic adoption</b>	Internal reporting of results at Avondale, CSU and UTS, and through the HEPP-QN	Internal auditing of rubric use and school-wide dissemination of 'best practice' for rubric effectiveness	Scholarly seminars at Avondale, CSU and UTS, at the HERDSA 2019 Conference and at the HEPP-QN Conference in 2019	
<b>5. Narrow systemic adoption</b>	Identify possible change enablers within each institution (Avondale, CSU and UTS)	Engage with potential enablers at each institution to implement student engagement in units to provide cross disciplinary application of 'best practice' for rubric effectiveness		
<b>6. Broad opportunistic adoption</b>	Workshops for HEPP-QN and partner institutions; for Higher education sector; scholarly publications and conference papers	Ongoing development of the website to support student informed rubric design. Possible collaboration with other researchers at other institutions	Evaluation and improvement of website to support student informed rubric design	
<b>7. Broad systemic adoption</b>	Research-informed model of practice, case studies and practical guidelines for professional development in rubric design adopted by other universities			

To further illustrate how the project's impact and dissemination was considered both during and at the end of the project, answers to the following questions (from the IMPEL Framework) served to assist ongoing evaluation of the project.

1. *What indicators exist that there is a climate of readiness for change in relation to your intended project?* While many researchers have called for more involvement of students in the assessment process, very few practical tools or programs exist that provide structured guidance for such



involvement. The development of the *Model for Collaborative Rubric Construction and Use*, and its associated resources and practical recommendations, provide a set of research-informed materials that can be implemented partially or fully to engage higher education students in assessment design processes.

2. *In brief and indicatively, what impacts (changes and benefits) do you expect your project to bring about, at the following levels and stages of the impact management planning and evaluation ladder (IMPEL)?* The impacts expected to be brought about by the project are outlined in Table 6.
3. *What were your strategies for engaging with stakeholders throughout the project?* Because the project was designed to increase student involvement in assessment design in higher education and to acknowledge the debate surrounding best practice in the design and use of rubrics, the project incorporated a range of strategies to engage stakeholders, especially students and assessment experts throughout the project. The following strategies were used:
  - consultation with assessment experts using the Delphi method
  - engagement of students, especially during Phases 2 and 3, in design and use of rubrics
  - engagement of assessment experts through an Expert Reference Group
  - engagement of multidisciplinary academic staff across three institutions in all phases.
4. *How will you enable transfer that ensures your project remains impactful after the funding period?* The findings of the project are accessible through conference papers and journal articles, and via an open website, which includes all of the project's findings, outputs and links to publications. The site also supports research-informed strategies to enable application of the recommendations at varied levels of intensity. The site will continue to evolve in response to feedback gained from its users. Ongoing refinement of the *Model of Collaborative Rubric Construction and Use* will be the source of future publications.
5. *What barriers may exist to achieving change in your project?* See [Project impediments](#) in this report for more details about barriers. After the project's completion, possible barriers include insufficient resources for maintaining the website and achieving broad adoption of the practical recommendations.
6. *How will you keep track of the project's impact? What analytics may be useful?* Google Analytics will be used to track online traffic to the project website and the online versions of any of the project's publications. Citations of the project's publications will also be tracked. Liaison with higher education research organisations, such as HERDSA, will enable team members to keep track of how members of the wider higher education community respond to the project's findings.
7. *How will you maintain relevant project materials for others to access after the project is completed?* This will happen at a website, developed and housed at Avondale College of Higher Education, with linked websites at each of the participating universities. The website will function as a repository of practical guidelines, findings, publications and outputs from the project.

## Dissemination

The project team aims to disseminate details and findings of the project using these strategies:

- **Publications and presentations.** Sharing the project's methodology and findings via national and international conference presentations, a UTS Teaching and Learning Forum presentation of findings of the UTS experience (November 2017), and Faculty of Arts and Social Sciences seminar on rubrics (March 2018).
- **On-campus workshops.** Workshops are planned for early 2019 at each of the institutions represented by the project team members. The workshop will also be offered to members of the large HEPP-QN and HERDSA networks.
- **Project website.** A comprehensive website is available for all members of the higher education sector to access. The website contains information about the project's

methodology and findings, as well as resources to support the implementation of the project's practical recommendations for engaging students in assessment design.

- **Model of Collaborative Rubric Construction and Use.** This model will feature in the workshop, website and in some of the publications planned for submission in late 2018 and during 2019. The model incorporates: information about background to the project and how to establish rubric co-construction processes; guidelines, processes and resources to support rubric co-construction; and research associated with assessment and rubric co-construction, as well as the publications produced by the project team.
- **Project flyer and bookmark.** To facilitate the dissemination of the project's findings, especially the website and model, a project flyer and bookmark will be distributed to workshop participants and will be used to supplement conference presentations.

### External evaluation

The External Evaluator of the project was Professor Kerri-Lee Krause, Deputy Vice-Chancellor (Academic) at La Trobe University, Victoria.

The External Evaluator's report may be viewed in full in Appendix E: External Evaluator Report

## References

- Ary, D., Cheser Jacobs, L., & Razavieh, A. (2002). *Introduction to research in education* (6th ed.). Belmont, CA: Wadsworth Group.
- Boud, D. (2010). Assessment 2020. *Seven propositions for assessment reform in higher education*. Strawberry Hills, Sydney: Australian Learning and Teaching Council.
- Boud, D., & Molloy, E. (2013). Rethinking models of feedback for learning: The challenge of design. *Assessment & Evaluation in Higher Education*, 38(6), 698–712.
- Brown, S. (2005). Assessment for learning. *Learning and Teaching in Higher Education*, 1(1), 81–89.
- Cooper, L., Orrell, J., & Bowden, M. (2010). *Work integrated learning: A guide to effective practice*. London: Routledge.
- Creswell, J. W., & Plano Clark, V. L. (2011). *Designing and conducting mixed methods research* (2nd ed.). Thousand Oaks, CA: Sage.
- Dawson, P., Bearman, M., Molloy, E., Boud, D., Joughin, G., & Bennett, S. (2014). *Improving assessment: Understanding educational decision-making in practice*. (Final report to the Office for Learning & Teaching). Retrieved from <http://www.olt.gov.au/project-improving-assessment-understanding-educational-decision-making-practice-2012>
- Hager, P. (2004). The competence affair, or why vocational education and training urgently needs a new understanding of learning. *Journal of Vocational Education and Training*, 56(3), 409–433.
- Harris, K., Krause, K., Gleeson, D., Peat, M., Taylor, C., & Garnett, R. (2007). Enhancing assessment in the biological sciences: Ideas and resources for university educators. Retrieved from <http://www.bioassess.com/>
- Hume, A., & Coll, R. K. (2009). Assessment of learning, for learning, and as learning: New Zealand case studies. *Assessment in Education: Principles, Policy & Practice*, 16(3), 269–290.
- Keeney, S., Hasson, F., & McKenna, H. (2006). Consulting the oracle: Ten lessons from using the Delphi technique in nursing research. *Journal of Advanced Nursing*, 53(2), 205–212.
- Lock, A. (1987). Integrating group judgements in subjective forecasts. In G. Wright & P. Ayton (Eds.), *Judgemental forecasting* (pp. 109–127). Chichester, UK: Wiley.
- Patton, M. Q. (2015). *Qualitative research and evaluation methods* (4th ed.). Thousand Oaks, CA: Sage.
- Powell, C. (2003). The Delphi technique: Myths and realities. *Journal of Advanced Nursing*, 41(4), 376–382.
- Robson, C. (2011). *Real world research*. West Sussex, UK: John Wiley & Sons.
- Sadler, D. R. (2007). Perils in the meticulous specification of goals and assessment criteria. *Assessment in Education*, 14(3), 387–392. doi: 10.1080/09695940701592097

- Schmidt, L., & Schuwirth, L. (2013). *Better judgement: improving assessors' management of factors affecting their judgement*. Retrieved from [https://ltr.edu.au/resources/SD12\\_2276\\_Schmidt\\_Report\\_2013.pdf](https://ltr.edu.au/resources/SD12_2276_Schmidt_Report_2013.pdf)
- Schmidt, L., Schuwirth, L., & O'Keefe, M. (2016). *Better Judgement-2: Improving assessors' management of factors affecting their judgement*. Canberra, ACT: Office for Learning and Teaching, Commonwealth Government Department of Education.
- Stake, R. E. (2005). *Multiple case study analysis*. New York: Guilford.
- Stevens, D. D., & Levi, A. J. (2011). *Introduction to rubrics: An assessment tool to save grading time, convey effective feedback, and promote student learning*. Stirling, VA: Stylus.
- Taylor, K., & Marienau, C. (1997). Constructive-development theory as a framework for assessment in higher education. *Assessment and Evaluation in Higher Education*, 22(2), 233–243.
- Varsavsky, C., King, D., Coady, C., & Hogeboom, K. (2014). *Developing a shared understanding of assessment criteria and standards for undergraduate mathematics*. Sydney: Office for Learning and Teaching. Retrieved from [https://ltr.edu.au/resources/ID12\\_2255\\_Varasavky\\_Report\\_2014.pdf](https://ltr.edu.au/resources/ID12_2255_Varasavky_Report_2014.pdf)
- Vu, T., Rigby, B., Mather, G., Wood, L., Thomas, T., Dixon, P., . . . Petocz, P. (2011). *Embedding the development and grading of generic skills across the business curriculum*. Sydney: Australian Learning and Teaching Council.
- William, D. (2011). What is assessment for learning? *Studies in Educational Evaluation*, 37(1), 3–14.
- Williams, A., Northcote, M., Morton, J., & Seddon, J. (2017). Towards engaging students in curriculum transformation: What are the effective characteristics of rubrics? In R. G. Walker & S. B. Bedford (Eds.), *Research and development in higher education: Curriculum transformation*, (vol. 40, pp. 423–433). Sydney, Australia.
- Wolf, K., & Stevens, E. (2007). The role of rubrics in advancing and assessing student learning. *The Journal of Effective Teaching*, 7(1), 3–14.
- Yucel, R., Bird, F. L., Young, J., & Blanksby, T. (2014). The road to self-assessment: Exemplar marking before peer review develops first-year students' capacity to judge the quality of a scientific report. *Assessment & Evaluation in Higher Education*, 39(8), 971–986.

## Appendix A: Project certification

Certification by Vice-President (Academic & Research), Avondale College of Higher Education

I certify that all parts of the final report for this OLT grant (Owning the Rubric: Student engagement in rubric design and use - Project ID16-5374), provide an accurate representation of the implementation, impact and findings of the project, and that the report is of publishable quality.

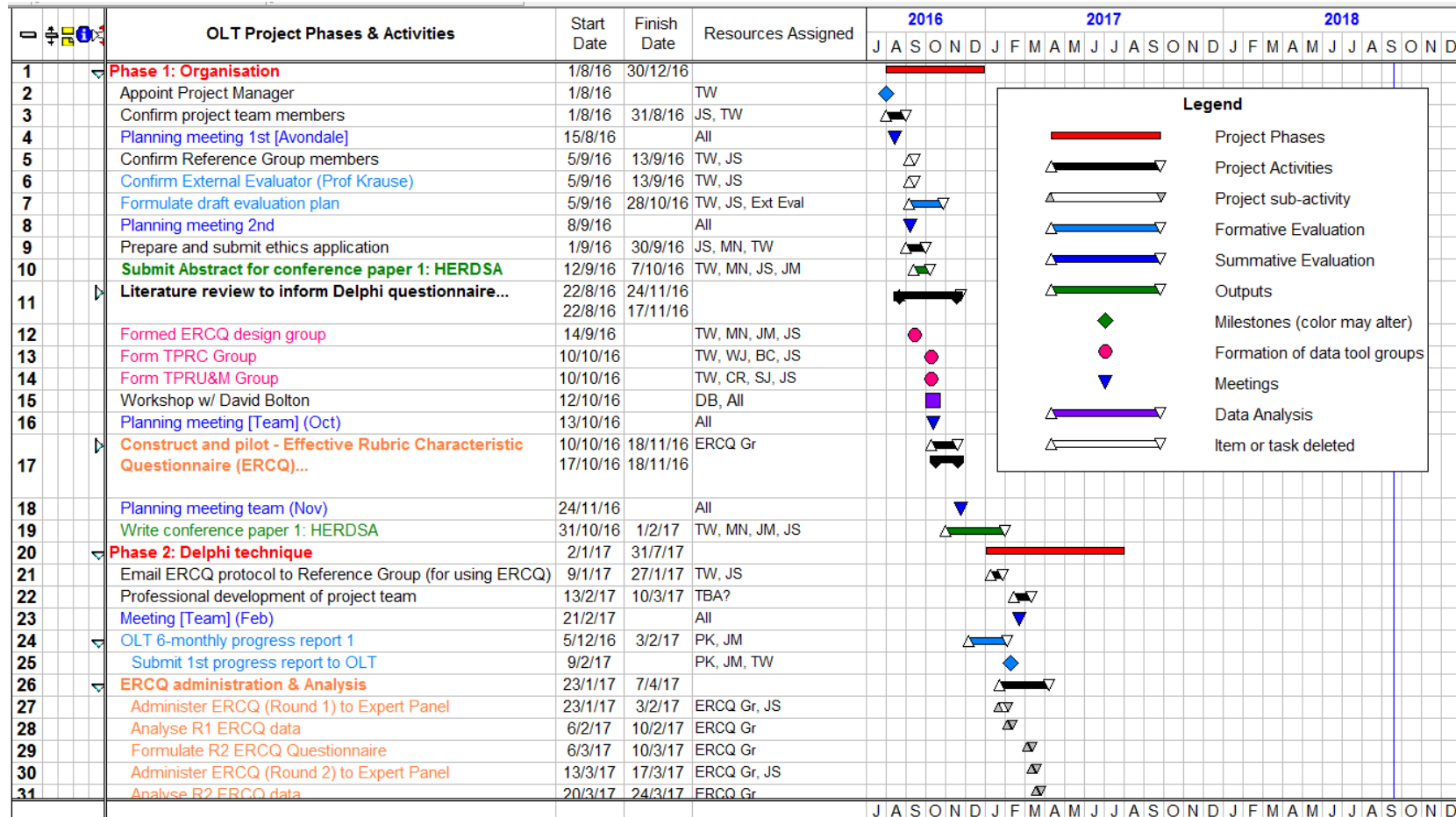
Name: Professor Robert McIver

Date:  [20 September 2018]

**Name:** Professor Robert McIver

**Position:** Vice President – Academic & Research (Acting)  
Avondale College of Higher Education

## Appendix B: Project Planning - Gantt Chart



ID	Icon	OLT Project Phases & Activities	Start Date	Finish Date	Resources Assigned	2016					2017					2018																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
						J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
31		Analyse R2 ERCQ data	20/3/17	24/3/17	ERCQ Gr																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																				

OLT Project Phases & Activities					Start Date	Finish Date	Resources Assigned	2016												2017												2018											
								J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D						
57				Answer to Research Q2	5/4/18		TW, All																																				
58				Evaluation by External Evaluator (1st)	1/5/17	30/6/17	Ext Eval, TW, JS																																				
59				Begin Developing protocols for Phase 3 (TPRU&M data collection instruments & methods)	24/2/17	10/8/17	CR, TW, SJ, JS																																				
60				Planning meeting [Team] (July)	19/7/17		All																																				
61				Feedback from Reference Group (1st)	15/7/17	31/7/17	Reference Gr, TW, JS																																				
62				HERDSA conference (Sydney) present RCP1	28/6/17	30/6/17	MN, JS																																				
63				Write RJA 2: Students as Partners journal	3/7/17	31/10/17	WJ, TW, BC																																				
64				Write RCP 3: International Creative Writing (IGW)	3/7/17	31/10/17	SJ, CR, BC, JS																																				
65				Phase 3: Multiple case studies	3/7/17	29/12/17																																					
66				Begin work on website (phase 4 completion)	3/7/17	21/9/18	JS, JM, MN, TW, WJ, PK																																				
67				Begin work on workshop (phase 4 completion)	3/7/17	19/7/18	JM, CR, SJ, AK, MN, BC																																				
68				Begin work on webinar (NOTE: Webinar has been deleted from project)	3/7/17	20/7/18	MN, BC, PK, TW																																				
69				OLT 6-monthly progress report 2	1/6/17	4/8/17	JM, BC, PK																																				
70				Submit 2nd progress report to OLT	10/8/17		JM, BC, TW																																				
71				SWOT analysis	25/7/17	31/8/17	TW, JS, MN																																				
72				Send completed SWOT to Kerri Lee Krause	1/9/17	7/9/17	JS																																				
73				UTS to co-construct and track use of rubric w/ 1st yrs (across Sem 2, 2017) [refer to following TPRU&M	3/7/17	27/10/17	SJ																																				
74				TPRU&M (Tracking Perceptions of Rubric Use & Moderation)	3/7/17	17/11/17	TPRU&M Gr, JS																																				
75				Recruit student and staff Participants (2nd time use & moderation)	3/7/17	4/8/17	TPRU&M Gr																																				
76				Recruit TPRU&M Pilot Group	14/8/17	17/8/17	TPRU&M Gr																																				
77				Design TPRU&M (data collection instrument/s prototype/s)	24/2/17	4/8/17	TPRU&M Gr																																				
78				Pilot TPRU&M with prototype & pilot group	17/8/17	23/8/17	TPRU&M Gr																																				
79				Organise data collection logistics with participants	21/8/17	29/9/17	JS, TPRU&M Gr																																				
80				Use co-constructed rubrics for assignment preparation	9/9/17	25/9/17	Participants, TPRU&M Gr																																				
81				Administer TPRU&M (Rubric usage - data collection)	18/9/17	6/10/17	TPRU&M Gr, JS																																				
82				Analyse TPRU&M data	1/3/18	30/4/18	TW, TPRU&M Gr																																				
83				Triangulate TPRU&M data	2/4/18	30/7/18	TW, TPRU&M Gr, JS																																				
84				Answer to Research Q3	30/7/18		TW, TPRU&M Gr, All																																				
85				COMBINING ALL DATA	7/5/18	17/5/18	All, TBA?																																				
								J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D						



		OLT Project Phases & Activities	Start Date	Finish Date	Resources Assigned	2016					2017					2018																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																													
						J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
85		COMBINING ALL DATA	7/5/18	17/5/18	All, TBA?																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								</

## Appendix C: Expert reference group

This reference group, appointed by the Project Leader, includes national and international experts on assessment in higher education, student-focused learning and rubric design and a rubric user group of practicing teachers. Members of the Reference Group shared their expertise with members of the project team via the following activities.

- A Delphi technique to gain a consensus about what the Effective Characteristics of rubrics (List of ERCs);
- A questionnaire about current opinions and understandings of rubrics (ERCQ), which was concurrently conducted with a wider group of rubric experts drawn from authors of current rubric literature; and
- Giving comment and suggestions concerning a monograph produced to showcase the project's methodologies, philosophies and rubric co-construction processes that students and lecturers used during Phases 2, 3 & 4. The monograph includes a cross-section of the working notes and documents produced by participants.

### Reference Group (academic members)

Professor Geoffrey Crisp, Dean, Learning and Teaching, Royal Melbourne Institute of Technology  
[geoffrey.crisp@rmit.edu.au](mailto:geoffrey.crisp@rmit.edu.au)

Emeritus Professor Denise Chalmers, Winthrop Professor, University of Western Australia  
[denise.chalmers@uwa.edu.au](mailto:denise.chalmers@uwa.edu.au)

### Rubric user group (practising teachers)

Carmel Roennfeldt, Macquarie College, Wallsend NSW  
[croennfeldt@mc.nsw.edu.au](mailto:croennfeldt@mc.nsw.edu.au)

Karyn Stanton, Carmel Adventist College, Perth WA  
[karynStanton@adventist.org.au](mailto:karynStanton@adventist.org.au)

## Appendix D: Publication plan

Summary:		Refereed Conference Papers (RCPs) (x3)		Refereed journal articles (RJAs) (x6)	
Code & Lead author	Conference / Journal	Due dates	D or ID	Focus of paper	Lead + Authors
<b>RCP1</b> <b>(Lead MN)</b> <b>E1</b> <b>PUBLISHED</b>	<i>Higher Education Research and Development Society of Australasia (HERDSA) conference 2017</i> [MN presented]	Fri 7 Oct 2016: Submit abstract Oct 2016 - Feb 2017: Write full paper Mon 6 Feb 2017: Submit full paper 27-30 June 2017: Present paper at conference Dec 2017: Paper published	Interdisciplinary (ID)	<b>Focus</b> Development of ERCQ and results of the Delphi technique. Methodology of the project that enabled development of outputs, informed by experts. <b>Phase 1 results:</b> Presented the ERCs Effective Rubric Characteristics <b>Data collection instrument no. 1</b> ERCQ: Effective Rubric Characteristics Questionnaire <b>Answer to Research Question no. 1:</b> <i>What are the characteristics of effective rubrics?</i>  <i>Full paper is now available for download at:</i> <a href="http://www.hersa.org.au/research-and-development-higher-education-vol-40-423">http://www.hersa.org.au/research-and-development-higher-education-vol-40-423</a> <i>Referencing details:</i> Williams, A., Northcote, M., Morton, J. K., & Seddon, J. (2017). Towards engaging students in curriculum transformation: What are the effective characteristics of rubrics? In R. G. Walker & S. B. Bedford (Eds.), <i>Research and Development in Higher Education: Curriculum Transformation. Refereed papers from the 40th HERDSA Annual International Conference</i> (Vol. 40, pp. 423-433). Hammondville, NSW, Australia: Higher Education Research and Development Society of Australasia, Inc.	MN, TW, JM, JS
<b>RCP 2</b> <b>(Lead SJ)</b> <b>E1</b> <b>PRESENTED &amp; PUBLISHED</b>	Great Writing International Creative Writing (IGW) conference	15 Nov 2017 Abstract due (accepted) Jan - May 2018: Write <b>full paper</b> May-2018: Submit	Discipline Areas: Creative Writing, Journalism	<b>Focus:</b> Student collaboration in the co-construction of assessment rubrics Undertaking cross-institutional research drawn from three campuses in NSW, Australia to test the strengths and merits of collaboration with students, this paper is the second phase of a project funded by an Office for Learning and Teaching (OLT) Innovation and Discovery Grant entitled <i>Owning the rubric: Student engagement in rubric design and use.</i> <b>Phase 2 results</b> <b>Result of all data collection instruments</b> TRPC	SJ, CR, BC, MN

Code & Lead author	Conference / Journal	Due dates	D or ID	Focus of paper	Lead + Authors
	( <a href="http://www.gre.atwriting.org.uk/">http://www.gre.atwriting.org.uk/</a> )	23-24 June 2018: Present paper July 2018: submit full paper to journal Feb 2019: Published in New Writing journal		<b>Answer to the collaboration aspect of Research Question no. 2</b> <i>How can students and teachers co-construct and plan the collaborative use of rubrics for student learning?</i>  Full paper title: Student collaboration in the co-construction of assessment rubrics, submitted and currently under review at <i>New Writing: The International Journal for the Practice and Theory of Creative Writing</i> (Routledge)	
<b>RCP 3</b>  <b>(Lead MN)</b>  <b>E1</b>	<i>Higher Education Research and Development Society of Australasia (HERDSA) conference 2019</i>	Oct 2018 - Feb 2019: Write proposal Feb 2019: Submit proposal July 2019: Present paper at conference	Interdisciplinary (ID)	<b>Focus:</b> Summary of research project, including the Model of Collaborative Rubric Construction and Use <b>Answer to Research Question no. 4</b> <i>What practical, research-informed recommendations can be used to engage students and academic staff in the collaborative process of designing and using assessment rubrics to promote learning?</i>	<u>MN</u> , BC, PK, CR, WJ, JS
<b>RJA 1</b>  <b>(Lead PK)</b>  <b>C1</b>	<i>Assessment and Evaluation in Higher Education journal</i>  ( <a href="http://www.tandfonline.com/toc/caeh20/current">http://www.tandfonline.com/toc/caeh20/current</a> )	Nov 2017 – June 2018: Write Sept 2018: Submitted Feb 2019: Accepted with changes Mar 2019: In-press	Interdisciplinary	<b>Focus:</b> Results of Phase 2: Co-construction of rubrics. <i>Note this paper is similar to the GW paper but this paper is interdisciplinary and focuses on the co-construction of rubrics</i> <b>Result of all data collection instruments TRPC</b> <b>Answer to the co-construction aspect of Research Question no. 2</b> <i>How can students and teachers co-construct and plan the collaborative use of rubrics for student learning?</i>	<u>PK</u> , TW, AK, MN
<b>RJA 2</b>  <b>(Lead WJ)</b>	<i>International Journal of Students as</i>	July 2018 – Aug 2019: Write full paper	Interdisciplinary	<b>Focus:</b> Students' engagement with their lecturers as a result of the rubric design processes. Analysis of partnerships between students and academic staff during the assessment phase in each unit when the co-	<u>WJ</u> , TW, BC, AK

Code & Lead author	Conference / Journal	Due dates	D or ID	Focus of paper	Lead + Authors
C1	Partners journal  ( <a href="https://mulpress.mcmaster.ca/ijisap">https://mulpress.mcmaster.ca/ijisap</a> ).	July 2019: Submit paper		<p>constructed rubrics were actually used (i.e. after co-construction took place)</p> <p><b>Working title of the paper:</b> Students as partners in the construction of assessment rubrics: The impact on perceptions of student learning and student-academic interaction</p> <p><b>Phase 3 results about use of co-constructed rubrics (including all disciplines)</b></p> <p><b>Data collection Phase 3</b> (TPRU&amp;M)</p> <p><b>Answer to Research Question no. 3:</b> <i>How does collaborative rubric construction and use impact on student learning experiences?</i></p> <p>JSaP is an open access, online, English-language, peer-reviewed journal which is committed to enacting the principles of partnership in the way it operates.</p> <p>IJSaP is published twice a year by McMaster University Library Press and supported by McMaster's Paul R. MacPherson Institute for Leadership, Innovation and Excellence in Teaching.</p>	

Code & Lead author	Conference / Journal	Due dates	D or ID	Focus of paper	Lead + Authors
<b>RJA3</b> <b>(Lead CR)</b> <b>C1</b>	Australasian Association of Writing Programs  <i>TEXT - Journal of Writing and Writing Courses</i>  Also incorporates conference presentation ( <a href="http://www.textjournal.com.au">http://www.textjournal.com.au</a> )	April 2018 – abstract submitted July 2018 – confirmation of acceptance November 2018 – paper presentation April 2019: Full paper submitted to <i>TEXT - Journal of Writing and Writing Courses</i>	Creative Writing	<b>Focus:</b> Responding to a gap in rubric construction practice, this paper discusses the research project where students moved from rubric user to the centre of collaborative design, drawing on data collected from a team of rubric co-constructors from one Sydney university campus – first year students and an academic in a creative non-fiction writing subject. <b>Paper title:</b> Peripheries and praxis: the effect of rubric co-construction on student perceptions of their learning <b>Answer to Research Question 3:</b> What effect does the co-construction and use of rubrics have on students' perceptions of their learning?	<u>CR</u> , SJ, MN, BC, JS,
<b>RJA 4</b> <b>(Lead: TW)</b> <b>C1</b>	JUTLP ( <i>Journal of University Teaching &amp; Learning Practice</i> )	January – July 2019: Paper being written August 2019: Full paper to be submitted	Interdisciplinary	<b>Focus:</b> A model for collaborative rubric practice (including design and use of rubrics) <b>Answer to Research Question no. 4:</b> <i>What practical, research-informed recommendations can be used to engage students and academic staff in the collaborative process of designing and using assessment rubrics to promote learning?</i>	<u>MN</u> , WJ, JM, PK
<b>RJA 5</b> <b>(Lead: JM/TW)</b> <b>C1</b>	<i>Advances in Health Sciences Education journal</i>	January – June 2019: Paper being written August 2019: Full paper to be submitted	Health Science	Application of the project's research processes and recommendations in the context of health education (using data from the nursing and medical radiation science cohorts)	<u>JM</u> , AK, LC, SD

# Appendix E: External Evaluator Report

## Promotion of Excellence in Learning and Teaching in Higher Education (PELTHE)

### Project title - *Owning the rubric: Student engagement in rubric design and use (Project ID16-5374)*

**Final Evaluation Report  
October 2018**

**External Evaluator:  
Professor Kerri-Lee Krause  
La Trobe University**

## 1. Project evaluation context and overview

### 1.1 Project summary

*Owning the rubric: Student engagement in rubric design and use* is a Promotion of Excellence in Learning and Teaching in Higher Education (PELTHE) funded project conducted over two years (2016-2018) jointly by Avondale College of Higher Education, Charles Sturt University (CSU) and University Technology Sydney (UTS), with Avondale College as the lead institution. The purpose of this project was to investigate the use of assessment rubrics, in partnership between higher education undergraduate students and academic staff, in order to develop a model of collaborative rubric practice for application in higher education contexts.

### 1.2 Project aims

The project team set out to address the following research questions:

1. What are the characteristics of effective rubrics?
2. How can students and teachers co-construct and plan the collaborative use of rubrics for student learning?
3. What effect does the co-construction and use of rubrics have on students' and lecturers' perceptions of student learning?

4. What practical, research-informed recommendations can be used to engage students and academic staff in the collaborative process of designing, using and moderating assessment rubrics to promote learning?

### **1.3 Project outcomes and impact**

The anticipated project outcomes and impact, as articulated by the project team, included to:

- i. produce a *Model of Collaborative Rubric Construction and Use* that enables other educators to replicate the project methods and processes;
- ii. develop, test and disseminate sample co-constructed assessment rubrics, protocols and guidelines for use by others;
- iii. contribute to the developing research on the use of assessment rubric co-construction in higher education; and
- iv. enhance the quality of engagement experienced by undergraduate higher education students and their attitudes to engaging with assessment processes before, during and after they complete assessment tasks.

### **1.4 Purpose of this project evaluation**

The purpose of the evaluation is to assess the extent to which this project has delivered on stated goals, to report on key stakeholder views of the project processes, outcomes and impact, to assess the extent to which the project outcomes have been achieved, and to make recommendations for sustaining project outcomes.

It is a requirement for all PELTHE funded projects granted more than \$150,000 to have an independent evaluation conducted of the project. This report represents the final evaluation of the project based on the framework outlined in the *ALTC Project Evaluation Resource* developed by Chesterton and Cummings (2007).

## **2. Project evaluation approach**

### **2.1 Background and timeline**

I agreed to conduct this evaluation in 2016 when the team were submitting their project proposal. I proposed involvement during the formative phases of the project to ensure that the external evaluation comprised both a formative and a summative dimension. In early 2017, the initial Project Leader met with me to provide a verbal report on project progress. I also received approximately three email updates to inform me of progress between August 2016 and mid 2017.

In March 2018, I received an email from the initial Project Leader to advise that the project progress had been delayed. The email also included a copy of the Monograph publication. Beyond these exchanges I did not have the opportunity to engage in formative evaluation through exchanges with the project team and other stakeholders.



## **2.2 Evaluation respondents and resources available**

In June 2018 I was notified of the change of Project Leader. Between June and October 2018, I received comprehensive updates from the new (phase 2) Project Leader, Associate Professor Maria Northcote. I visited Avondale in September 2018 to meet with the Project Leader to discuss final stage project progress. These exchanges were augmented by email feedback from key stakeholders in response to questions (see Appendix 1). Respondents were as follows:

- 3 student-participant replies representing 3 different disciplines and two institutions involved in the project
- 9 project team members representing all 3 institutions involved in the project
- 2 expert reference group members.

Also informing this evaluation are the following project artefacts:

- project website comprising links to all current project outputs and publications; and
- interim project report (June 2018) and final project report (October 2018).

In addition, I received the following information from the phase 2 Project Leader between June and October 2018:

- evidence that the project team engaged in formative self-evaluation practices through such avenues as regular team meetings; a SWOT analysis completed partway through the project – however, the phase 2 Project Leader stated that the “the results of this analysis were not fully used by the team for improvement purposes”; milestone progress reports for the funding body; and
- extended evaluative feedback provided by the phase 2 Project Leader through email, phone and face-to-face meetings.

I was not invited to provide formative evaluative feedback at milestone points during the course of the project, so this evaluation relies primarily on information provided in the final stage of the project between June and October 2018.

## **2.3 Evaluation key questions**

The summative evaluation addressed the following six questions:

1. What are the main strengths of the project methodology, processes and outcomes in your view?
2. Reflecting on the project methodology, processes and outcomes, what would you identify as areas of weakness and/or areas for improvement?
3. What are your views on the impact of the project deliverables/outputs? If you have already seen evidence of impact, please comment; and what future impact would you anticipate?
4. What steps have been taken to ensure the sustainability of the project outcomes and what further steps could be put in place?
5. Which project dissemination and communication strategies have been particularly effective? Please provide suggestions for further work in this regard.

6. Please provide any other comments and evaluative reflections in relation to the project approach, processes and outcomes.

The evaluation findings, based on these questions, are outlined in section 3 below.

### 3. Project evaluation: key findings

#### 3.1 Project strengths

There are many areas of strength in this project. First, the team chose a topic that is both timely and relevant to the higher education sector, within Australia and internationally. The subject of student engagement in assessment rubric design and use is an important one that represents an evolving field of scholarly endeavour.

The project used a mixed methods approach, including Delphi technique and multi-site case studies. Some of the noteworthy features of the project approach and outcomes are:

- the focus on collaborative construction and use of assessment resources designed in partnership between higher education undergraduate students and academic staff;
- the multidisciplinary and cross-institutional approach;
- the use of the Delphi technique to establish the characteristics of effective assessment rubric design;
- the practical case study approach involving six cohorts of undergraduate students;
- creation of practical resources and protocols for sector-wide use; and
- evidence-based publications and a website to enhance the likelihood of sustained future work that builds on the project outcomes.

The mixed methods approach chosen for this project was appropriate in light of the project aims and objectives. On the whole, there is evidence of sound project management and tracking of outcomes by the project manager. Notwithstanding the change of project team leadership and its impact on the smooth running of the project (see section 3.2), it is evident from project team records and project team feedback that regular team meetings were held in person, by phone and online. These meetings provided opportunities for formative evaluation about details of the project as well as evaluation of the overall direction of the project. According to project team members, tools such as the Gantt chart proved useful for tracking milestones and a Moodle site was set up to provide a central repository of information and key documents. Regular progress reports were provided to the funding body and records of progress were evident.

#### 3.2 Areas for improvement and lessons learned

Progress in the second half of the project was somewhat delayed due to a change of project leadership in late 2017 - early 2018. This undoubtedly had an impact on project progress, frequency of project team interactions and timelines, as well as the extent of engagement with various project stakeholders including the external reference group and the external evaluator. Nevertheless, several project team members were glowing in their endorsement of the new phase 2 Project Leader, Associate Professor Maria Northcote:

*Team member: Maria has been absolutely brilliant as project team member and Research Coordinator and then later in the project as Project Leader. Her communication has been*

*regular, thorough and clear. Any adjustments to the timeline were communicated with reasons for the change.*

As with all projects, the team learned some important lessons during the course of the project which meant that selected aspects of the project were not delivered as anticipated. For example, research question 3 was adjusted from “the effect of co-construction and use of rubrics on students’ and lecturers’ learning” to “the effect ....on *perceptions* of learning”. Research question 4 was amended through the removal of the *moderation* element. These represent two fundamental changes to the original intent of the project. On balance, however, they were sensible modifications given the disruption caused by project personnel changes and the challenges of project implementation across multiple disciplines and three institutions.

On the issue of moderation, one team member commented: “[project team members] realised that their protocols and questions for questionnaires hadn’t included moderation. That was an oversight but actually it was a finding of the study- raised questions about involving students in moderation and there were different definitions and understanding of moderation at the different organisations.”

Other areas for improvement identified by team members are listed below, incorporating verbatim feedback. While there are several points included in this section, I thought it best to give a comprehensive picture of the feedback to inform future work in this important field. The rich variety of comments and suggestions gathered through the email survey to project stakeholders reflect the deep level of stakeholder engagement, the value of the investigation and the merits of building on the outcomes. I was impressed by the quality and extent of reflections on lessons learned that will no doubt strengthen future work in this regard.

Key areas for improvement and lessons learned, as provided by respondents, are as follows:

- three team members commented on the need to manage and reduce the complexity of the process:
  - *reduce complexity*
  - *turned out to be more complicated than expected*
  - *the methodology was complex - 6 groups each had timeline challenges, relating to institutional timelines and requirements*
- several project team member comments related to the importance of making time early in the process to clarify baseline expectations, understandings of key concepts and terminology:
  - *Diversity of the team was a strength but they all came with diverse views of research – lesson learned - should come together to be clear about definitions on fundamental concepts like moderation and research – disciplinary differences are quite fundamental and need to be acknowledged at the start*
- acronyms and nomenclature were an issue for a couple of team members:
  - *less use of acronyms*
  - *data collection instruments had acronyms but this made things very complicated – need to be clear about nomenclature*
- from a logistical perspective, there were a few comments about the IT capacity underpinning the project:
  - *removed webinar from list of outcomes due to IT issues*
- there was feedback about the importance of clarifying the external evaluator role:
  - *further clarification about external evaluator’s role early in the project*
  - *more planned engagement of the external evaluator from the beginning of the project*

- a couple of team members commented on the frequency of project team meetings:
  - *increased regularity of team members engagement*
- there were numerous lessons learned and suggestions for ways to improve methodology and implementation. The following comments represent feedback on themes raised by various members of the project team:
  - *in Phase 3 of the project, some of the data collection instruments need to be more finely tuned to ensure that individual focus group and survey questions were directly aligned to the project's overall research questions*
  - *don't do the whole thing in one go – ie don't implement all the instructions for how to involve students. Better to take a staged approach, start small and then add progressively...implement in bite size chunks*
  - *be clear about baseline and how much involvement you want from students – some people feel more comfortable being open with students than others... Need to be confident in yourself as a lecturer and an academic – can be threatening. Need to set the parameters and expectations*
  - *advice to new academics trying this out – need to have a strong rationale for doing this, important to be prepared, read background, need clear pedagogical reasons*
  - *good idea to have a couple of colleagues to work with you – can be done alone but best done if you have a team of people around you to support you*
  - *important to position this [use of co-constructed rubrics] as but one method. Rubrics aren't the only way to go. Need to provide advice to users on when it is most appropriate to use rubrics and when not to – ie provide advice on how to discern between approaches to assessment*
  - *if doing this again, would be good to have questions with students beforehand – preparing students with the skills and empowering them, and also preparing staff with a new way of thinking and working – it is a new way of working, needs to be acknowledged up front*
  - *need to think about how the user is going to engage with the resources and the long term impact – important to take this lens*
  - *develop advice/guidelines on things to consider when implementing – advice on how to manage risk for more junior staff – eg risk of confidentiality/privacy being compromised*
  - *can be unsettling for students – don't underestimate the time it takes, the potential impact on students, this is a learning*
  - *interviews and focus groups are key to the methodology ... they took a long time and they were disruptive*
  - *need to allow more time ... for this approach – it will have implications for the staff in terms of scheduling and curriculum design.*

From the student perspective, one respondent said:

*I feel that this process was great, my only suggestion would be to allow this process to take place more often so that more students could gain an insight into how rubric construction works. Furthermore, I think that we could have had one or two more meeting sessions in order to discuss some aspects of the rubric more in depth but overall, the process was eye opening.*

Feedback from expert reference group members reveals patchy interaction with this stakeholder group – one was satisfied, another commented on the limited interaction with the project leader(s) during the course of the project, while a third member did not respond.

In discussion with the phase two Project Leader, it was pleasing to see evidence of deep analysis of what worked well and areas for improvement. These reflections harmonised with those of several team members, as outlined above. In summary, these observations include the following:

- *challenge: keeping members informed and not overwhelming them*
- *some of the tools were a bit overwhelming*
- *could have been more collaborative and consultative*
- *most negative thing was the project team's confusion about the project timeline*
- *the team felt that handing over the assessment data would compromise confidentiality – this is an important learning.*

Project team members had several suggestions for ways to learn from and build on the experience of the project, including:

- *more direction on how to run co-construction process would have created greater uniformity in the processes undertaken with the different cohorts. For example, some students were given sample rubrics as part of the process, and some were not.*
- *the issues with implementation are purely pragmatic; ie. in a normal semester when assessment regimes need to be approved well before the semester starts, how does one fit in the co-construction process?*

### **3.3 Project outcomes and impact**

Notwithstanding the project management challenges and extended project timeline, the changes to the focus of research questions 3 and 4 and failure to deliver the webinar, the team have largely achieved what they set out to do. The main project outcomes are summarised in some detail in the Final Report. The publication outputs will be useful artefacts for the scholarly community and the website will be an important reference point for national and international users. The final project workshop is yet to be delivered so I cannot comment on its effectiveness. I have reviewed the website and agree with the feedback of one member of the expert reference group who commented:

*the inclusion of a whole lot of examples and documents without annotation and context was not helpful to the reader and if it was going to be used as examples/exemplars they needed quite a lot of explanation to step the reader through the process undertaken.*

If the rubric resources are to be useful to the academic community and to those providing professional development for academic staff, consideration may be given to annotating the rubric examples to illustrate some of the key principles behind the process of designing and using rubrics as part of a co-construction process.

I also would like to see a little more emphasis on the process and outcomes of engaging students in the co-construction process. This is a significant feature of the project and one of the key contributions of this project to the existing body of work.

Some of the most compelling outcomes are represented through the student voice. One student participant said:

*I was asked if I would be involved in this project to which I happily replied yes. My role, along*

*with some other students was to give my input into the rubric used for an assessment which, we were going to undertake the following semester. I was able to gain an understanding of the assessment then discuss the expectations that were required from our lecturer, adjusting the previous year's rubric as necessary. I provided a lot of input, sharing a student's perspective on what the expectations should be and how we could amend the previous rubric to put more emphasis into other parts of the rubric*

Another student participant from a separate institution said:

*I learnt that in order for our lecturer to construct a rubric, it takes a great deal of time and effort. I gained a new appreciation for my lecturers as I saw a new side to their role. Furthermore, I was able to assist in constructing a rubric which ultimately helped me to prepare for my own school workplace (studying primary teaching). I learnt how to work as a team in order to ensure that all parts of the rubric were adequate. I learnt to see from other people's perspectives and how to appreciate what others bring to the table.*

*The lecturer in this process was excellent. She was professional and demonstrated acceptance of all suggestions whilst upholding her place as a lecturer. I enjoyed working in the team and feel privileged to have taken part in this process*

A third student commented:

*I enjoyed learning the process in which teachers write rubrics, as well as how they interpret them while they are marking. It has helped me interpret marking criteria more succinctly and I have been more successful in judging the quality of my work and the areas in which I can improve.*

A project team member summarised the outcomes from their perspective as follows:

*Outcomes are very positive, demonstrating that co-construction is seen as beneficial by both academic staff and students, and has positive learning outcomes for students.*

Feedback received by one of the project team members who attended the ANZAPHE conference in Adelaide in 2017 is as follows:

*one of the keynote speakers had heard a presentation from some of our team members at another conference. She was very impressed and thought that it was a positive new direction in research into assessment in higher education.*

One expert reference group member commented:

*I feel that the concept of co-construction of rubrics opens into an intentionality towards opening assessment tasks to not only 'test', but deliberately 'build' knowledge and skills. I see one impact of this study as furthering the partnership of learning between students and their*

*teachers and giving all students the opportunity to raise their skill levels to a high quality.*

A second expert reference group member observed:

*The method and processes did expand the consultation and communication beyond the Avondale context where most of the team members were based. It also connected the team members beyond their local context and into the broader Australian HE context which was a real benefit.*

Feedback from project team members also revealed the following outcomes, some of which were not anticipated but nevertheless important:

- high interest from the academic community
- reasonably straightforward application of some findings regarding co-construction
- cross-disciplinary learning among the team
- increased collegiality between staff and students
- students were very pleased to have personalised contact with their lecturer
- greater appreciation by students about their lecturers' workload and expertise.

### **3.4 Project dissemination and communication strategies**

The progress reports, publications and outcomes of this project have been disseminated through several channels including higher education conferences and project team member institutional networks. The refereed journal publications are another source of dissemination. The website is now in the public domain and the workshop planned for early 2019 will be a further means of disseminating the project outcomes.

I would encourage the project team to be ambitious and proactive in their dissemination strategies. While local institutional discussions are a good start, the outcomes need a national and international profile. Opportunities for further dissemination include: media such as the *Conversation* or an article in the Australian Higher Education section; social media such as Twitter and Linked in to promote the website; linking with the students as partners network through its journal, conference and professional community of practice. The students as partners network is international including in the UK and Canada, so I encourage the team to explore international networks in this regard to showcase the achievements and lessons learned from this project. It has been challenging for the project concluding post the closure of the Office for Learning and Teaching as there has been a lack of networking support through the usual OLT events. Nevertheless, it would be worth sending information about the project outcomes and website to networks such as the ALTC Fellows Network which maintains a website and newsletter.

One expert reference group member commented:

*As they are planning on presenting at HERDSA 2019, they might consider offering a pre-conference workshop on engaging students in the rubrics (rather than on the development of the characteristics as they presented in their last paper). This might contribute to their engaged dissemination strategies on how it can be used by teachers and coordinators in their practice and to encourage second generation adaptation beyond the project team.*

### 3.5 Sustainability of project outcomes

In addition to published outputs such as conference and journal publications, the primary means of sustaining the project outcomes and resources is the website. It is anticipated that Avondale College will continue the maintenance on this website after the project is completed. I am advised that members of the project team will facilitate a workshop in 2019 at each of the three institutions involved in the project. Plans are also underway to also offer this workshop at a meeting of the HEPP-QN (Higher Education Private Provider Quality Network) group in November 2019.

Websites are a standard means of disseminating project outcomes of this kind. A risk to be managed, however, is website hosting and maintenance in the future. It will be important for the project team to give thought to the anticipated lifespan of the website and whether any steps need to be taken to document the institutional undertaking that the site will be maintained for a period of time, for example five years. All project websites of this kind face similar challenges so I would simply encourage the team to be intentional about maintenance strategies and responsibilities. I am advised by the Project Leader that consideration has already been given to linking the work to a research centre within Avondale College. I also understand that two or three members of the project team plan to pursue ongoing research that builds on the outcomes of this project, so this increases the likelihood that it will be maintained and updated, which is promising.

I understand that further opportunities for dissemination and sustaining of project outcomes will be discussed with workshop attendees in early 2019 as a way to gather more ideas about how to maintain momentum and build on the engagement that has been evident in this project.

### 3.6 Summative observations and future work

The area of student assessment is a challenging, high stakes aspect of learning and curriculum design. Added to this is the complexity of scheduling time and opportunities for students and their teachers to learn about and engage in the process of co-construction. Given this complex, multidimensional suite of issues, my assessment is that the project team are to be commended on what has been achieved during the course of this project. The issues and areas for improvement identified in section 3.2 are reflective of the rich vein of research and scholarship underpinning this project.

One project team member observed that the project approach was *“surprisingly well accepted by the institutions. Administration is the only blockage I can see to future implementation.”* Moreover the reportedly successful conference presentation at HERDSA 2017, which was over subscribed, is a very good sign of the relevance of the project and its outcomes.

An important area for further research and investigation is that of moderation which was to have been included in this study. It will provide a fruitful avenue for further research. Another area to pursue, as noted earlier, is the link between this project and the students as partners field of research and practice. Future research might also include participants from schools and the vocational education.

Another potential area for future work is in relation to Project outcome iv (see section 1.3) which refers to the *‘quality of engagement’* of students in the assessment rubric co-construction process. This construct could be explored in more detail in future work using a mix of qualitative and quantitative measures.

One apparent limitation to this study was that in each context, different participants interpreted the co-construction differently, and had varied external circumstances impacting results. While this might have been a limitation, it is also a strength of the project, because this is reality within diverse educational contexts. All participants were given the same initial support and training. Variations in results can then be considered in terms of variations in discipline, institution, attitudes and experiences of teacher or student participants and external circumstances, such as illness or absences. Some of



these considerations have been included in the future research directions outlined in the final project report.

One expert reference group member commented that:

*I believe that the Model will be a useful reference for further studies exploring this topic and for institutions and individual teachers wishing to explore these strategies in their own contexts.*

*It is important that the results for this study are disseminated widely to allow for other individuals and groups to consider the potential relevance in their own context. I believe that the presentations and workshops will be very important in the first instance, with the Project website allowing for ongoing communication and reinforcement of ideas.*

*I applaud this team for bringing the world of the student and the world of the teacher a little closer. There is still much to learn, however I believe this study has made a valuable contribution.*

## 4. Concluding remarks

This project represents an important contribution to the growing evidence base on the value of ways to engage students as partners and co-producers in their learning and assessment. It was a courageous project given the many logistical challenges of working within and across institutions, not to mention the high stakes nature of assessment in the lives of higher education students. I commend the team for their resilience in the face of logistical, methodological and project team membership challenges. The outcomes of this project will be of interest to educators and students both nationally and internationally and I encourage the team to pursue further opportunities to build networks and channels for profiling the outcomes of their project to ensure its sustainability.

## 5. Acknowledgements

I would like to thank Associate Professor Maria Northcote, in particular, for her efforts to engage and update me on the project processes and outcomes in light of the personnel changes that took place. I also thank the students, project team members and expert reference group members who took the time to provide invaluable reflections and feedback on the project.

Kerri-Lee Krause PhD

29 October 2018

## References

Chesterton, P., & Cummings, R. (2007). *ALTC Project Evaluation Resource*. Accessed on 2 September 2018 at [https://ltr.edu.au/dbtw-wpd/exec/dbtwpub.dll?TN=resources&RF=Full+Display&AC=QBE\\_QUERY&XC=%2Fdbtw-wpd%2Fexec%2Fdbtwpub.dll&QY=find+systemid+ct+364818](https://ltr.edu.au/dbtw-wpd/exec/dbtwpub.dll?TN=resources&RF=Full+Display&AC=QBE_QUERY&XC=%2Fdbtw-wpd%2Fexec%2Fdbtwpub.dll&QY=find+systemid+ct+364818)

## **Appendix 1 (External Evaluation Report): Summative evaluation questions**

To inform the summative project evaluation report, I would value your responses to the following questions.

1. What are the main strengths of the project methodology, processes and outcomes in your view?
2. Reflecting on the project methodology, processes and outcomes, what would you identify as areas of weakness and/or areas for improvement?
3. What are your views on the impact of the project deliverables/outputs? If you have already seen evidence of impact, please comment; and what future impact would you anticipate?
4. What steps have been taken to ensure the sustainability of the project outcomes and what further steps could be put in place?
5. Which project dissemination and communication strategies have been particularly effective? Please provide suggestions for further work in this regard.
6. Please provide any other comments and evaluative reflections in relation to the project approach, processes and outcomes.

# Appendix F: Criteria of DELPHI technique and data collection tools for Phase 1

## Criteria of selecting exclusion/inclusion for ERCs from Round 1 into Round 2

Inclusion/Exclusion criteria for data gathered from Round 1 of the ERCQ.

**Note** below the “both/and”, “either / or” and the “neither/no” options below, using traffic light colors to indicate what we have decided to do with the 59 x RCs (Rubric Characteristics) from Round 1 that fall into the three categories below.

- 1) We decided that we’d call consensus for the RCs from Round 1 that **had both**:
    - a. An 80% or above agreement level (combined “agree” and “strongly agree” levels); **and**
    - b. An agreement mean of 4 or above (using an adjusted mean: with neutral responses removed from calculation) [position 3 in a 5-point Likert scale]
  - 2) We decided that we’d **send the RCs to Round 2** if they **had either of the following, but not both**:
    - a. An 80% or above agreement level (combined “agree” and “strongly agree” levels); **or**
    - b. An agreement mean of 4 or above (using an adjusted mean: with neutral responses removed from calculation) [position 3 in a 5-point Likert scale]
  - 3) We decided that we’d **exclude** the RCs from Round 1 that **had neither**:
    - a. An 80% or above agreement level (combined “agree” and “strongly agree” levels); **nor**
    - b. An agreement mean of 4 or above (using an adjusted mean: with neutral responses removed from calculation)
-

# Effective Rubric Characteristics Questionnaire (Delphi Round 1)

## Effective Rubric Characteristics Questionnaire (Delphi Round 1)

### 1. Introduction

#### Introduction

Thank you for agreeing to contribute your professional expertise to this questionnaire. This questionnaire forms part of a research project, funded by the Office for Learning and Teaching/ Department of Education and Training, focusing on student engagement in rubric design and use in the higher education context.

This questionnaire is Phase 1 of a two to three phase Delphi study during which experts are consulted about effective rubric characteristics. The questionnaire consists of some open-ended questions and Likert-style questions. The questionnaire should take about 15-20 minutes. Please respond to all of the items and questions, based on your professional experience in the higher education sector.

You can use the <Prev> button to return and check or edit your responses before submitting.

**NOTE:** Before you submit, you will be able to return to this questionnaire and continue your responses, however this must be using the same computer and browser on which you began. Once you have submitted you will not be able to return and your response will be finalised.

The research team are most grateful.

#### Parts of a rubric

Throughout this questionnaire, we will be referring to various parts of a rubric including marking criteria, performance levels, performance descriptors and feedback narrative. For the sake of consistency, we have labelled each part of a rubric below using these specific terms.

EXAMPLE of RUBRIC PARTS					
Marking criteria	1	2	3	4 etc.....	Scores
	Lower performance	> > > mid-performance	> > >	High performance	Performance levels
Criteria 1	<.....>	<.....>	<.....>	<.....>	<.....>
Criteria 2	<.....>	<.....>	<.....>	<.....>	<.....>
Criteria 3 etc	<.....>	<.....>	<.....>	<.....>	<.....>
Comments:	<.....>				Total <.....>
					Feedback narrative

**Note:** As a reminder, this diagram may also appear on other pages during this questionnaire.

Questions begin on the next page

## Effective Rubric Characteristics Questionnaire (Delphi Round 1)

### 2. Open-ended starter questions (1 page)

Please answer the following open-ended questions to start the questionnaire.

You can use the <Prev> button to return and check or edit your responses before submitting.

DO NOT close your browser window before you submit.

1. What are the benefits of rubric use for students?

2. What are the benefits of rubric use for teachers?

3. What are the limitations of rubric use for students?

4. What are the limitations of rubric use for teachers?

Questions that use Likert-type responses start on the next page

### 3. Purpose of Rubrics

#### Likert-scale ranking of Characteristics of Effective Rubrics (ERCs) SECTION

**Note:** This section has eight categorised pages, after which there is only one page more to finish.

##### Purpose of rubrics

In this section of the questionnaire, you will be asked to rate your agreement or disagreement with various issues related to the purpose of rubrics.

**Note:** At the end of this section, you will also be invited to add any other statements for inclusion in the "Purpose of rubrics" section of this questionnaire.

5. Rubrics are useful as instructional tools for providing assessment guidelines to students.

1 = Strongly disagree	2	3	4	5 = Strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Rubrics help in providing quality feedback to students.

1 = Strongly disagree	2	3	4	5 = Strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Rubrics are a time-efficient way for teachers to provide feedback to students.

1 = Strongly disagree	2	3	4	5 = Strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. An effective rubric reduces marker bias.

1 = Strongly disagree	2	3	4	5 = Strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Rubrics provide indicators for success and descriptions of these indicators.

1 = Strongly disagree	2	3	4	5 = Strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Rubrics help focus student effort.

1 = Strongly disagree	2	3	4	5 = Strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Rubrics are useful as assessment tools (e.g., for grading).

1 = Strongly disagree	2	3	4	5 = Strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Rubrics are useful as instructional tools (e.g., for teaching and learning).

1 = Strongly disagree	2	3	4	5 = Strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Rubrics help teachers communicate intended learning outcomes.

1 = Strongly disagree	2	3	4	5 = Strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Rubrics help students produce work of a higher standard.

1 = Strongly disagree	2	3	4	5 = Strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Rubrics help teachers remove the subjectivity from marking.

1 = Strongly disagree	2	3	4	5 = Strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Rubrics help students to plan their approach to an assignment.

1 = Strongly disagree	2	3	4	5 = Strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. The use of rubrics improves student self-efficacy.

1 = Strongly disagree	2	3	4	5 = Strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. Rubrics promote consistent marking of student assessments.

1 = Strongly disagree	2	3	4	5 = Strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4

19. Rubrics reduce student anxiety about expectations.

1 = Strongly disagree

2

3

4

5 = Strongly agree

☐☐☐☐☐

20. In the Comment box below, add any other statements for inclusion regarding the “Purpose of rubrics” (optional).





24. There is no maximum number of marking criteria that should be used in a rubric.

1 = Strongly Disagree

2

3

4

5 = Strongly Agree

☐☐☐☐☐

25. In the Comment box below, record the ideal number of marking criteria to be used in a rubric. (State as a range or a single number, e.g. 3 to 5, or 4.)

26. In the Comment box below, add other statements for inclusion regarding "Marking criteria" (optional).



30. There should be continuity from one performance level to the next.

1 = Strongly Disagree	2	3	4	5 = Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

31. There is no minimum number of performance levels that should be used in a rubric.

1 = Strongly Disagree	2	3	4	5 = Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

32. There is no maximum number of performance levels that should be used in a rubric.

1 = Strongly Disagree	2	3	4	5 = Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

33. In the comment box below, record the ideal number of performance levels to be used in a rubric. (State as a range or a single number, e.g. 3 to 5, or 4.)

34. The performance levels in a rubric should be ordered sequentially from left (low) to right (high).

1 = Strongly Disagree	2	3	4	5 = Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

35. The performance levels in a rubric should be ordered sequentially from left (high) to right (low).

1 = Strongly Disagree	2	3	4	5 = Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

36. In the Comment box below, add other statements for inclusion regarding "Performance levels" (optional).

9

**Note:** Page 10 was blank





## Effective Rubric Characteristics Questionnaire (Delphi Round 1)

### 7. Scoring

**Scoring** - The scoring section of the rubric is where grades are allocated.

During this section of the questionnaire, you will be asked to rate for your agreement or disagreement with the issues related to the scoring of rubrics. At the end of this section, you will also be invited to add any other statements for inclusion in the "Scoring" section of this questionnaire.

**EXAMPLE of RUBRIC PARTS**

Marking criteria	1 Lower performance	2 > > > mid-performance	3	4 etc.....	Scores	Performance levels
Criteria 1	<.....>	<.....>	<.....>	<.....>	<.....>	Performance descriptors
Criteria 2	<.....>	<.....>	<.....>	<.....>	<.....>	
Criteria 3 etc	<.....>	<.....>	<.....>	<.....>	<.....>	
Comments:	<.....>				Total <.....>	Feedback narrative

41. An effective rubric can have different weightings allocated to each criterion (e.g. criterion 1 worth 10 marks, criterion 2 worth 5 marks, etc.).

1 = Strongly Disagree      2      3      4      5 = Strongly Agree

☐      ☐      ☐      ☐      ☐

42. A numerical grade should be provided for each criterion.

1 = Strongly Disagree      2      3      4      5 = Strongly Agree

☐      ☐      ☐      ☐      ☐

43. An overall percentage mark or score out of 100 should be provided to the student.

1 = Strongly Disagree      2      3      4      5 = Strongly Agree

☐      ☐      ☐      ☐      ☐

44. Rubrics should provide an overall descriptive grade (e.g. Distinction).

1 = Strongly Disagree      2      3      4      5 = Strongly Agree

☐      ☐      ☐      ☐      ☐

45. Rubrics should have both an overall numerical grade and a descriptive grade.

1 = Strongly Disagree

5 = Strongly Agree

46. In the Comment box below, add other statements for inclusion regarding "Scoring" (optional).

## Effective Rubric Characteristics Questionnaire (Delphi Round 1)

### 8. Feedback Narrative

**Feedback narrative** - The feedback narrative provides a space where the marker can provide written comments to the student.

During this section of the questionnaire, you will be asked to rate for your agreement or disagreement with the issues related to the feedback narrative provided in rubrics. At the end of this section, you will also be invited to add any other statements for inclusion in the "Feedback narrative" section of this questionnaire.

**EXAMPLE of RUBRIC PARTS**

Marking criteria	1 Lower performance	2 > > > mid-performance	3	4 etc.....>	Scores	Performance levels
Criteria 1	<.....>	<.....>	<.....>	<.....>	<.....>	Performance descriptors
Criteria 2	<.....>	<.....>	<.....>	<.....>	<.....>	
Criteria 3 etc	<.....>	<.....>	<.....>	<.....>	<.....>	
Comments:	<.....>				Total	Feedback narrative

47. Feedback comments should be provided throughout a submitted assessment task.

1 = Strongly Disagree      2      3      4      5 = Strongly Agree

☐      ☐      ☐      ☐      ☐

48. Effective rubrics should have a concluding section for individualised, feedback narrative to be provided.

1 = Strongly Disagree      2      3      4      5 = Strongly Agree

☐      ☐      ☐      ☐      ☐

49. Feedback should be sensitive to the inclusion of positive comments.

1 = Strongly Disagree      2      3      4      5 = Strongly Agree

☐      ☐      ☐      ☐      ☐



50. In the Comment box below, add other statements for inclusion regarding “Feedback narrative” (optional).

## Effective Rubric Characteristics Questionnaire (Delphi Round 1)

### 9. Rubric Developers

**Rubric developers** - Rubric developers are those that create the rubric for the assessment. For co-created rubrics, the teacher and students share in the development of the rubric.

During this section of the questionnaire, you will be asked to rate for your agreement or disagreement with the issues related to those who develop rubrics. At the end of this section, you will also be invited to add any other statements for inclusion in the "Rubric developers" section of this questionnaire.

51. Language is more clearly understood by students when teachers and students share in the writing of a rubric.

1 = Strongly Disagree	2	3	4	5 = Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

52. The effectiveness of a rubric should be tested against benchmarked performance standards.

1 = Strongly Disagree	2	3	4	5 = Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

53. Rubrics should be created not based on personal demands but rather on discipline standards.

1 = Strongly Disagree	2	3	4	5 = Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

54. Assessments are more valued as learning opportunities, rather than an end-point to a grade, when teachers and students share in the co-creation of the rubric.

1 = Strongly Disagree	2	3	4	5 = Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

55. Rubric creators should be sensitive to the use of academic discourse (e.g. terminology or jargon).

1 = Strongly Disagree	2	3	4	5 = Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

56. Rubric creators should avoid vague and ambiguous language.

1 = Strongly Disagree	2	3	4	5 = Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

57. Co-creating rubrics helps to develop more meaningful assessments.

1 = Strongly Disagree	2	3	4	5 = Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

58. Co-creating a rubric allows teachers and students to have a shared understanding of the expectations of an assessment.

1 = Strongly Disagree	2	3	4	5 = Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

59. Co-creation of rubrics by teachers and students can be used to moderate assessment standards within a course.

1 = Strongly Disagree	2	3	4	5 = Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

60. Peer-marking should occur among teachers to assess the effectiveness of a rubric.

1 = Strongly Disagree	2	3	4	5 = Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

61. In the Comment box below, add other statements for inclusion regarding "Rubric developers" (optional).

## Effective Rubric Characteristics Questionnaire (Delphi Round 1)

### 10. Rubric Application

**Rubric application** - Rubric application refers to how the rubric is administered.

In this section of the questionnaire, you will be asked to rate for your agreement or disagreement with the issues related to those who administer rubrics. At the end of this section, you will also be invited to add any other statements for inclusion in the "Rubric application" section of this questionnaire.

62. A rubric should be provided to students prior to them starting an assessment.

1 = Strongly Disagree      2      3      4      5 = Strongly Agree

☐☐☐☐☐

63. An effective rubric provides students with the opportunity to self-evaluate their own work before submission.

1 = Strongly Disagree      2      3      4      5 = Strongly Agree

☐☐☐☐☐

64. The purpose of a rubric should be explained to students.

1 = Strongly Disagree      2      3      4      5 = Strongly Agree

☐☐☐☐☐

65. Teachers should receive instruction in how to use the rubric prior to marking.

1 = Strongly Disagree      2      3      4      5 = Strongly Agree

☐☐☐☐☐

66. Students should receive instruction in how to use the rubric prior to submission.

1 = Strongly Disagree      2      3      4      5 = Strongly Agree

☐☐☐☐☐

67. Rubrics are more likely to be read if they are co-created by teachers and students.

1 = Strongly Disagree	2	3	4	5 = Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

68. Rubrics are better understood if they are co-created by teachers and students.

1 = Strongly Disagree	2	3	4	5 = Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

69. Students should be encouraged to read the rubric after a grade is provided so the assessment process can be used as an instructional tool.

1 = Strongly Disagree	2	3	4	5 = Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

70. Examples of exemplar work should be provided to students to illustrate work of high quality.

1 = Strongly Disagree	2	3	4	5 = Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

71. Rubrics do not replace good instruction.

1 = Strongly Disagree	2	3	4	5 = Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

72. Students should be provided with opportunities to practice their use of the rubric (e.g. provision of work of different standards to mark).

1 = Strongly Disagree	2	3	4	5 = Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

73. In the Comment box below, add other statements for inclusion regarding "Rubric application" (optional).

## 11. CONCLUSION

### Conclusion - Final open ended questions

Please type your answers to each question in the comment box below each question.

74. When students and teachers co-construct rubrics, what do you see as the potential benefits to students?

75. When students and teachers co-construct rubrics, what do you see as the potential benefits to teachers?

76. When students and teachers co-construct rubrics, what do you see as the potential inhibitors to students?

77. When students and teachers co-construct rubrics, what do you see as the potential inhibitors to teachers?

78. Finally, please feel free to add any other comments here. We are interested in your insights about this project.

12. END OF QUESTIONNAIRE (Submission page)

**Finally, thank you for your help and time to participate in this questionnaire.**

You may use the <Prev> button to go back and review any of your answers and return to this last page to submit.

**When you are ready to submit, please click the < SUBMIT NOW > button below.**

[Thank you for your expert contribution to our research.](#)

**From the project team:**

Tony Williams (Avondale - Lead), Maria Northcote (Avondale), Peter Kilgour (Avondale), Bev Christian (Avondale), Carolyn Rickett (Avondale), Wendy Jackson (Theology), Jason Morton (Science), Andrew Kilgour (CSU), Sue Joseph (UTS), Jack Seddon (Avondale)

## Effective Rubric Characteristics Questionnaire (Delphi Round 2)

### Effective Rubric Characteristics Questionnaire (ERCQ) Round 2

#### ROUND 2

##### Introduction

Thank you for agreeing to contribute your professional expertise to this survey. This survey forms part of a research project, funded by the Office for Learning and Teaching/ Department of Education and Training, focusing on student engagement in rubric design and use in the higher education context.

This survey is Round 2 of a Delphi study during which experts are consulted about effective rubric characteristics. The survey consists of some open-ended questions (4) and Likert-style items (11). The survey should take no more than 15-20 minutes and is much shorter than Round 1. The survey is all on this one page. Once you are happy with your responses, you can submit at the bottom of this page.

Please respond to all of the items and questions, based on your professional experience in the higher education sector.

**NOTE:** Until you submit, you will be able to return to this survey and continue your responses; however this must be done using the same computer and browser on which you began. Once you have submitted you will not be able to return and your response will be finalised.

The research team are most grateful for your participation and valuable opinions.

##### Parts of a rubric

During the survey, we will be referring to various parts of a rubric including marking criteria, performance levels, performance descriptors and feedback narrative. For the sake of consistency, we have labelled each part of a rubric below using these specific terms.

**EXAMPLE of RUBRIC PARTS**

Marking criteria	1 Lower performance	2 > > mid-performance	3	4 etc....> High performance	Scores	Performance levels
Criteria 1						
Criteria 2						
Criteria 3 etc						
Comments:					Total	Feedback narrative

### QUESTIONNAIRE BEGINS

1. Please indicate Yes or No as to whether you responded to Round

1.

☐ Yes

☐ No



## Effective Rubric Characteristics Questionnaire (ERCQ) Round 2

### ROUND 2

#### Introduction

Thank you for agreeing to contribute your professional expertise to this survey. This survey forms part of a research project, funded by the Office for Learning and Teaching/ Department of Education and Training, focusing on student engagement in rubric design and use in the higher education context.

This survey is Round 2 of a Delphi study during which experts are consulted about effective rubric characteristics. The survey consists of some open-ended questions (4) and Likert-style items (11). The survey should take no more than 15-20 minutes and is much shorter than Round 1. The survey is all on this one page. Once you are happy with your responses, you can submit at the bottom of this page.

Please respond to all of the items and questions, based on your professional experience in the higher education sector.

**NOTE:** Until you submit, you will be able to return to this survey and continue your responses; however this must be done using the same computer and browser on which you began. Once you have submitted you will not be able to return and your response will be finalised.

The research team are most grateful for your participation and valuable opinions.

#### Parts of a rubric

During the survey, we will be referring to various parts of a rubric including marking criteria, performance levels, performance descriptors and feedback narrative. For the sake of consistency, we have labelled each part of a rubric below using these specific terms.

EXAMPLE of RUBRIC PARTS					
Marking criteria	1	2	3	4 etc....	
	Lower performance	> > > mid-performance	> > >	High performance	Scores
Criteria 1					
Criteria 2					
Criteria 3 etc					
Comments:					Total

### QUESTIONNAIRE BEGINS

1. Please indicate Yes or No as to whether you responded to Round

1.

☐ Yes

☐ No

2. Students' use of rubrics improves the standard of their work.

1 = Strongly Disagree

2

3

4 = Strongly Agree

☐☐☐☐

3. The use of rubrics reduces marking subjectivity.

1 = Strongly Disagree

2

3

4 = Strongly Agree

☐☐☐☐

4. The purpose of a rubric is better understood if it is co-constructed by teachers and students.

1 = Strongly Disagree

2

3

4 = Strongly Agree

☐☐☐☐

5. Students benefit from feedback comments at the end of a rubric.

1 = Strongly Disagree

2

3

4 = Strongly Agree

☐☐☐☐

6. The co-construction of a rubric provides learning opportunities for students.

1 = Strongly Disagree

2

3

4 = Strongly Agree

☐☐☐☐

7. Co-creating a rubric allows teachers and students to have a shared understanding of the expectations of an assessment.

1 = Strongly Disagree

2

3

4 = Strongly Agree

☐☐☐☐

8. Co-construction of rubrics by teachers and students assist with unifying assessment standards within a course.

1 = Strongly Disagree

2

3

4 = Strongly Agree

☐☐☐☐

9. Students should be encouraged to read the rubric after a grade is provided.

1 = Strongly Disagree

2

3

4 = Strongly Agree

☐☐☐☐

10. The wording of a rubric is more clearly understood by students when they are a part of constructing the rubric.

1 = Strongly Disagree

2

3

4 = Strongly Agree

☐☐☐☐

11. Some rubrics have different weightings allocated to each criterion (e.g., Written expression is worth 10 marks, Referencing is worth 5 marks, etc.). Is this effective rubric design? [Yes/No]

☐ Yes

☐ No

12. Please give reasons for your response to the previous question [Q11].

**To conclude, please add your comments for the following open-ended items.**

13. Please add any further comment/s about any of the above items you have rated.

14. Please add any comments on effective rubric characteristics in general.

15. Please use this space to add anything else you would like us to be aware of with respect to this research on rubrics.

**This ends the questionnaire**

Once you have reviewed your responses and are ready to submit, please click the **SUBMIT NOW** button below.

Again, thank you for your expert contribution to our research and your valuable time.

**From the project team:**

Tony Williams (Avondale - Lead), Maria Northcote (Avondale), Peter Kilgour (Avondale), Bev Christian (Avondale), Carolyn Rickett (Avondale), Wendy Jackson (Avondale), Jason Morton (Avondale), Andrew Kilgour (CSU), Sue Joseph (UTS), John Seddon (Avondale)

## **Appendix G: Data collection instruments for Phase 2**

This appendix includes the following data collection instruments used in Phase 2 (TPRC):

- Questionnaire 1 (TPRC-Q1-L) for Lecturers;
- Questionnaire 1 (TPRC-Q1-S) for Students
  
- Questionnaire 2 (TPRC-Q2-L) for Lecturer
- Questionnaire 2 (TPRC-Q2-S) for Students
  
- Interview Schedule (TPRC-I-L) for Lecturers

## Questionnaire 1 (TPRC-Q1-L) for Lecturers

### RESEARCH PROJECT AND QUESTIONNAIRE INFORMATION:

We invite you to take part in this questionnaire about your knowledge, use, and understanding of rubrics. Participation in this research is voluntary. It is completely up to you whether or not to participate. Only people who give their informed consent will be included in the study. Even if you agree to participate you may withdraw at any time without giving a reason. If you decide not to participate, or wish to withdraw from the project at any time, you will not be disadvantaged.

Your participation in this part of the project will take approximately 15 minutes. This research is supported by a grant to Avondale College of Higher Education, the University of Technology Sydney, and Charles Sturt University from the Office for Learning and Teaching (OLT)/ Department of Education and Training (DET).

If you have any questions, comments, or concerns about the research, please do not hesitate to contact us (Professor Anthony Williams: [tony.williams@avondale.edu.au](mailto:tony.williams@avondale.edu.au); Bev Christian: [bev.christian@avondale.edu.au](mailto:bev.christian@avondale.edu.au) or Wendy Jackson: [wendy.jackson@avondale.edu.au](mailto:wendy.jackson@avondale.edu.au)). Also, please see the attached **Information Statement**. Thank you in advance for taking the time to participate in this questionnaire. We appreciate your time and effort.

Regards,

Prof Anthony Williams (Lead Investigator)  
Avondale College of Higher Education

Assoc Prof Maria Northcote  
Avondale College of Higher Education

Dr Wendy Jackson  
Avondale College of Higher Education

Bev Christian  
Avondale College of Higher Education

### CONSENT:

If you give your consent to participate in this survey, please select the **Yes** option below.

If you do not give your consent, please select the **No** option below.

☐ Yes

☐ No

**NAME:**

**Signature:**

## INSTRUCTIONS TO PARTICIPANTS:

Leave the ID number blank at this time. It is for research use only.

Please answer all questions. If you need more space for an answer, please continue on the back of the page after clearly identifying which question you are answering.

### A. Context questions (Questions about you)

1. In which institution are you a lecturer?

- ☐ Avondale College of Higher Education
- ☐ Charles Sturt University
- ☐ University of Technology Sydney

2. In which subject (unit or course) will the newly constructed rubric be used?

3. In which degree/s will the newly constructed rubric be used?

4. How many years have you been teaching at university level?

- ☐ 1 - 5 years
- ☐ 6 - 10 years
- ☐ 11 years or more

5. Do you have an education specific degree? That is, do you have either an education degree as your specialty or an education degree in addition to your specialty?

- ☐ Yes
- ☐ No

6. What is your gender?

- ☐ Female
- ☐ Male
- ☐ Other
- ☐ Prefer not to answer

## B. Questions about rubrics

7. In one or two sentences describe what you understand by the word rubric?

8. What do you believe is the purpose of a rubric?

9. In the past how have you constructed assessment rubrics?

For each of the following statements indicate how closely you agree or disagree with each statement.

- A score of 1 indicates that you strongly disagree with the statement or that it never describes your behaviour.
- A score of 4 indicates you strongly agree with the statement or that it usually or always describes your behaviour.

	1 = strongly disagree		4 = strongly agree	
	1	2	3	4
10. I create my own rubrics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I consider previous student feedback on my assessments and rubrics when I design or revise my rubrics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I design my rubrics to help students understand what I am expecting my students to present in their assessments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Rubrics in the unit information documents are primarily to help me grade assessments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. The rubric assesses each component of the learning outcome.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



15. Even though I use a rubric, my students frequently have questions about how their grade was calculated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. I think it is important for each assessment to have a rubric.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Rubrics aid the learning of my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Students should have input in the construction of rubrics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Student input into the construction of rubrics will help student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. How could lecturers and students best work together to construct rubrics?

21. What challenges do you think might arise as lecturers and students work together in constructing rubrics?

22. What outcome do you hope the project produces?

### Thank you

Thank you for taking the time to answer these questions. We recognise that there are other ways you could be spending this time and appreciate your willingness to be involved. When you have completed this questionnaire please place it with your student questionnaires and return them to the researcher in the supplied envelope.

## Questionnaire 1 (TPRC-Q1-S) for Students

### RESEARCH PROJECT AND QUESTIONNAIRE INFORMATION:

We invite you to take part in this questionnaire about your knowledge, use, and understanding of rubrics. Participation in this research is voluntary. It is completely up to you whether or not to participate. Only people who give their informed consent will be included in the study. Even if you agree to participate you may withdraw at any time without giving a reason. If you decide not to participate, or wish to withdraw from the project at any time, you will not be disadvantaged.

Your participation in this part of the project will take approximately 15 minutes. This research is supported by a grant to Avondale College of Higher Education, the University of Technology Sydney and Charles Sturt University from the Office for Learning and Teaching (OLT)/ Department of Education and Training (DET).

If you have any questions or comments about the research, please do not hesitate to contact us (Professor Anthony Williams: [tony.williams@avondale.edu.au](mailto:tony.williams@avondale.edu.au), Bev Christian: [bev.christian@avondale.edu.au](mailto:bev.christian@avondale.edu.au) or Wendy Jackson: [wendy.jackson@avondale.edu.au](mailto:wendy.jackson@avondale.edu.au)). Also, please see the attached **Information Statement**. Thank you in advance for taking the time to participate in this questionnaire. We appreciate your time and effort.

Regards,

Prof Anthony Williams (Lead Investigator)  
Avondale College of Higher Education

Assoc Prof Maria Northcote  
Avondale College of Higher Education

Dr Wendy Jackson  
Avondale College of Higher Education

Bev Christian  
Avondale College of Higher Education

### CONSENT:

If you give your consent to participate in this survey, please select the **Yes** option below.

If you do not give your consent, please select the **No** option below.

☐ Yes

☐ No

**NAME:**

**Signature:**

**ID NO:**

## INSTRUCTIONS TO PARTICIPANTS:

Please leave the ID number blank. It is for research use only.

Please answer all questions listed below. If there is not enough space for your answer, please continue it on the back of the page.

### A. Context questions (Questions about you)

1. What institution are you enrolled in?

- ☐ Avondale College of Higher Education
- ☐ Charles Sturt University
- ☐ University of Technology Sydney

2. What degree are you enrolled in?

3. How much of your degree have you completed so far?

- ☐ One quarter or less
- ☐ Between one quarter and one half
- ☐ Between one half and three quarters
- ☐ More than three quarters of the degree

4. What is your gender?

- ☐ Female
- ☐ Male
- ☐ Other
- ☐ Prefer not to answer

5. Which age group do you belong to?

- ☐ 18-23 years
- ☐ 24-29 years
- ☐ 30-35 years
- ☐ 36 and over

6. Do you speak a language other than English at home or when you communicate with your family?

- ☐ No
- ☐ Yes. Please specify \_\_\_\_\_

## B. Questions about rubrics

7. In one or two sentences describe what you understand by the word rubric?

8. Why do you think your lecturer provides a rubric for each assessment task?

For each of the following statements indicate how closely you agree or disagree with each statement.

- A score of 1 indicates that you strongly disagree with the statement or that it never describes your behaviour.
- A score of 4 indicates you strongly agree with the statement or that it usually or always describes your behaviour.

	1 = strongly disagree		4 = strongly agree	
	1	2	3	4
9. I look at the rubrics supplied in unit documents before I complete my assessments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Rubrics in unit documents help me understand what the teacher is expecting of my assessments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. When I look at the rubrics supplied by my lecturers I find them confusing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Rubrics in the unit information documents help me understand how my grade will be determined.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. When I look at the rubrics supplied by my lecturers I can understand the differences between each level of performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. When I receive my grades I can see by looking at the rubric how my grade was calculated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I think it is important for each assessment to have a rubric.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Rubrics aid my learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Students should have input in the construction of rubrics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. How could lecturers and students work together to construct rubrics?

19. What challenges do you think might arise if lecturers and students work together in constructing rubrics?

20. What outcomes do you hope this project produces?

**Thank you**

Thank you for taking the time to answer these questions. We recognise that there are other ways you could be spending this time and appreciate your willingness to be involved.

When you have completed this questionnaire please place it in the supplied envelope and return it to the lecturer who gave it to you.

## Questionnaire 2 (TPRC-Q2-L) for Lecturer

### RESEARCH PROJECT AND QUESTIONNAIRE INFORMATION:

We invite you to take part in this questionnaire about your knowledge, use, and understanding of rubrics. Participation in this research is voluntary. It is completely up to you whether or not to participate. Only people who give their informed consent will be included in the study. Even if you agree to participate you may withdraw at any time without giving a reason. If you decide not to participate, or wish to withdraw from the project at any time, you will not be disadvantaged.

Your participation in this part of the project will take approximately 15 minutes. This research is supported by a grant to Avondale College of Higher Education, the University of Technology Sydney, and Charles Sturt University from the Office for Learning and Teaching (OLT)/ Department of Education and Training (DET).

If you have any questions, comments, or concerns about the research, please do not hesitate to contact us (Professor Anthony Williams: [tony.williams@avondale.edu.au](mailto:tony.williams@avondale.edu.au); Bev Christian: [bev.christian@avondale.edu.au](mailto:bev.christian@avondale.edu.au) or Wendy Jackson: [wendy.jackson@avondale.edu.au](mailto:wendy.jackson@avondale.edu.au)). Also, please see the attached **Information Statement**. Thank you in advance for taking the time to participate in this questionnaire. We appreciate your time and effort.

Regards,

Prof Anthony Williams (Lead Investigator)  
Avondale College of Higher Education

Assoc Prof Maria Northcote  
Avondale College of Higher Education

Dr Wendy Jackson  
Avondale College of Higher Education

Bev Christian  
Avondale College of Higher Education

### CONSENT:

If you give your consent to participate in this survey, please select the **Yes** option below.

If you do not give your consent, please select the **No** option below.

☐ Yes

☐ No

**NAME:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

## INSTRUCTIONS TO PARTICIPANTS:

Please leave the ID number blank. It is for research use only.

Please answer all questions. If you need more space for an answer, please continue on the back of the page after clearly identifying which question you are answering.

### A. Questions about rubrics

1. What impact has participation in co-construction of a rubric had on your own understanding of rubrics?

2. What impact do you believe the co-construction of a rubric has had on your students' understanding of rubrics?

For each of the following statements indicate how closely you agree or disagree with each statement.

- A score of 1 indicates that you strongly disagree with the statement or that it never describes your behaviour.
- A score of 4 indicates you strongly agree with the statement or that it usually or always describes your behaviour.

	1 = strongly disagree		4 = strongly agree	
	1	2	3	4
3. The rubric co-construction process has enhanced my understanding of rubrics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The concept of students creating their own assessment rubric is challenging to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The co-construction process was a valuable teaching exercise for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The co-construction process was a valuable learning exercise for my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Each group member in the rubric co-construction group made a valuable contribution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I believe the rubric co-construction process has improved my students' understanding of rubrics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. The contribution of the students to the co-construction process was enthusiastic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Discussion formed a large part of the co-construction process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Students were keen to report back to the group after pair work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Students found writing criteria descriptors to measure learning outcomes challenging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Students needed access to several sample rubrics before attempting to co-construct one.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. I believe the rubric co-construction process has improved my students' understanding of rubrics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. What additional advice do you have for lecturers wanting to co-construct rubrics with their class?

16. What additional observations would you like to make about this process?

### Thank you

Thank you for taking the time to answer these questions. We recognise that there are other ways you could be spending this time and appreciate your willingness to be involved. When you have completed this questionnaire please place it with your student questionnaires and return them to the researchers in the supplied envelope.



## Questionnaire 2 (TPRC-Q2-S) for Students

### RESEARCH PROJECT AND QUESTIONNAIRE INFORMATION:

We invite you to take part in this questionnaire about your knowledge, use, and understanding of rubrics. Participation in this research is voluntary. It is completed up to you whether or not to participate. Only people who give their informed consent will be included in the study. Even if you agree to participate you may withdraw at any time without giving a reason. If you decide not to participate, or wish to withdraw from the project at any time, you will not be disadvantaged.

Your participation in this part of the project will take approximately 15 minutes. This research is supported by a grant to Avondale College of Higher Education, the University of Technology Sydney and Charles Sturt University from the Office for Learning and Teaching (OLT)/ Department of Education and Training (DET).

If you have any questions or comments about the research, please do not hesitate to contact us (Professor Anthony Williams: [tony.williams@avondale.edu.au](mailto:tony.williams@avondale.edu.au), Bev Christian: [bev.christian@avondale.edu.au](mailto:bev.christian@avondale.edu.au) or Wendy Jackson: [wendy.jackson@avondale.edu.au](mailto:wendy.jackson@avondale.edu.au)). Also, please see the attached **Information Statement**. Thank you in advance for taking the time to participate in this questionnaire. We appreciate your time and effort.

Regards,

Prof Anthony Williams (Lead Investigator)  
Avondale College of Higher Education

Assoc Prof Maria Northcote  
Avondale College of Higher Education

Dr Wendy Jackson  
Avondale College of Higher Education

Bev Christian  
Avondale College of Higher Education

### CONSENT:

If you give your consent to participate in this survey, please select the **Yes** option below.  
If you do not give your consent, please select the **No** option below.

- ☐ Yes  
☐ No

**NAME:**

**Signature:**

## INSTRUCTIONS TO PARTICIPANTS:

Please leave the ID number blank. It is for research use only.

Please answer all questions listed below. If there is not enough space for your answer, please continue it on the back of the page.

### A. Questions about rubrics

1. Briefly describe the process used by your lecturer to work with you and your peers to construct the rubric.

2. In one or two sentences describe how you contributed to the rubric co-construction process.

For each of the following statements indicate how closely you agree with each statement.

- A score of 1 indicates that you strongly disagree with the statement or that it never describes your behaviour.
- A score of 4 indicates you strongly agree with the statement or that it usually or always describes your behaviour.

	1 = strongly disagree		4 = strongly agree	
	1	2	3	4
3. I look at the rubrics supplied in unit documents before I complete my assessments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Rubrics in unit documents help me understand what the teacher is expecting of my assessments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. When I look at the rubrics supplied by my lecturers I find them confusing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Rubrics in the unit information documents help me understand how my grade will be determined.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. When I look at the rubrics supplied by my lecturers I can understand the differences between each level of performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. I found the rubric co-construction process to be helpful to my own understanding of rubrics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I found the rubric co-construction process to be challenging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I felt my contribution to the rubric co-construction process was valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Students should have an input in the construction of rubrics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I felt as though I made a worthwhile contribution to the co-construction of the rubric.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Involvement in the co-construction process has changed the way I think about rubrics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. What specific challenges did you encounter throughout the rubric co-construction process?

15. What process did your group follow to arrive at consensus?

### Thank you

Thank you for taking the time to answer these questions. We recognise that there are other ways you could be spending this time and appreciate your willingness to be involved.

When you have completed this questionnaire please place it in the supplied envelope and return it to the lecturer who gave it to you.

## Interview Schedule (TPRC-I-L) for Lecturers

---

### RESEARCH PROJECT AND QUESTIONNAIRE INFORMATION:

We invite you to take part in this focus group or interview about the process of rubric co-construction. Participation in this research is voluntary. It is completely up to you whether or not to participate. Only people who give their informed consent will be included in the study. Even if you agree to participate you may withdraw at any time without giving a reason. If you decide not to participate, or wish to withdraw from the project at any time, you will not be disadvantaged.

Your participation in this part of the project will take approximately 30-60 minutes. This research is supported by a grant to Avondale College of Higher Education, the University of Technology Sydney and Charles Sturt University from the Office for Learning and Teaching (OLT)/ Department of Education and Training (DET).

If you have any questions or comments about the research, please do not hesitate to contact us (Professor Anthony Williams: [tony.williams@avondale.edu.au](mailto:tony.williams@avondale.edu.au), Bev Christian: [bev.christian@avondale.edu.au](mailto:bev.christian@avondale.edu.au) or Wendy Jackson: [wendy.jackson@avondale.edu.au](mailto:wendy.jackson@avondale.edu.au)). Also, please see the attached **Information Statement**. Thank you in advance for taking the time to participate in this focus group. We appreciate your time and effort.

Regards,

Prof Anthony Williams (Lead Investigator)  
Avondale College of Higher Education

Assoc Prof Maria Northcote  
Avondale College of Higher Education

Dr Wendy Jackson  
Avondale College of Higher Education

Bev Christian  
Avondale College of Higher Education

### CONSENT:

If you give your consent to participate in this focus group, please select the **Yes** option below.  
If you do not give your consent, please select the **No** option below.

- ☐ Yes
- ☐ No

**NAME:**

**Signature:**

**Instructions for focus group facilitators (Staff focus group to be conducted by the “TPRC” group (Tony Williams, Wendy Jackson, Bev Christian)**

The purpose of the focus group is to provide further clarification of issues identified from the staff pre- and post- questionnaires, and to reflect on student responses. It also allows for the raising of issues or ideas not identified in the questionnaires. Therefore, in addition to the questions provided, the lecturer may wish to add some questions of his/her own.

### **Introduction to focus group discussion**

Thanks for joining our focus group discussion today.

*[Ensure staff all have copies of the information statement and have already signed a consent form before the focus group discussion begins.]*

*[Clarify that staff have understood the purpose of the research, have a copy of the Information Statement and have signed the Consent Form.]*

During our discussion, I'll ask you a few questions about the rubric co-construction process. *[Explain that the discussion will be audio recorded but future transcriptions of the discussion will not include participants' actual names.]*

This focus group discussion today should take from 30 minutes to an hour. Throughout this discussion, please feel free to stop me and ask me to repeat or clarify any of the questions.

1. What impact did the rubric co-construction process have on your own perceptions about rubrics and their use?
2. What preparation did you do before facilitating the co-construction process?
3. What aspects of this co-construction process were the most useful to your teaching?
4. Was the time allowed for co-construction of the rubric sufficient?
5. How well did the final rubric reflect the collaborative efforts of the group?
6. How would you adapt the co-construction process to involve a whole class of students?
7. If you were to engage in this rubric co-construction process again for another unit, what might you do differently?

### **Conclusion to the focus group.**

Thank you for your contribution to the focus group discussion today. Your contributions to this study will help your lecturers to understand how effective rubric co-construction is. You will soon be emailed a letter of acknowledgement for your contribution to this research project. Please provide your preferred email address.

### **Questions**

If you have any questions about this process, please contact:

Prof. Anthony Williams ([tony.williams@avondale.edu.au](mailto:tony.williams@avondale.edu.au)), the lead researcher, Bev Christian ([bev.christian@avondale.edu.au](mailto:bev.christian@avondale.edu.au)) or Wendy Jackson ([wendy.jackson@avondale.edu.au](mailto:wendy.jackson@avondale.edu.au)).

## Focus Group Schedule (TPRC-FG-S) for Students

### RESEARCH PROJECT AND FOCUS GROUP INFORMATION:

We invite you to take part in this focus group about the process of rubric co-construction. Participation in this research is voluntary. It is completely up to you whether or not to participate. Only people who give their informed consent will be included in the study. Even if you agree to participate you may withdraw at any time without giving a reason. If you decide not to participate, or wish to withdraw from the project at any time, you will not be disadvantaged.

Your participation in this part of the project will take approximately 30-60 minutes. This research is supported by a grant to Avondale College of Higher Education, the University of Technology Sydney and Charles Sturt University from the Office for Learning and Teaching (OLT)/ Department of Education and Training (DET).

If you have any questions or comments about the research, please do not hesitate to contact us (Professor Anthony Williams: [tony.williams@avondale.edu.au](mailto:tony.williams@avondale.edu.au), Bev Christian: [bev.christian@avondale.edu.au](mailto:bev.christian@avondale.edu.au) or Wendy Jackson: [wendy.jackson@avondale.edu.au](mailto:wendy.jackson@avondale.edu.au)). Also, please see the attached **Information Statement**. Thank you in advance for taking the time to participate in this focus group. We appreciate your time and effort.

Regards,

Prof Anthony Williams (Lead Investigator)  
Avondale College of Higher Education

Assoc Prof Maria Northcote  
Avondale College of Higher Education

Dr Wendy Jackson  
Avondale College of Higher Education

Bev Christian  
Avondale College of Higher Education

### CONSENT:

If you give your consent to participate in this focus group, please select the **Yes** option below.  
If you do not give your consent, please select the **No** option below.

- ☐ Yes
- ☐ No

**NAME:**

**Signature:**

### Instructions for focus group facilitators

The purpose of the focus group is to provide further clarification of issues identified from the student pre- and post- questionnaires. It also allows for the raising of issues or ideas not identified in the questionnaires. Therefore, in addition to the questions provided, the lecturers may wish to add some questions of their own.

### Introduction to focus group discussion

Thanks for joining our focus group discussion today.

*[Ensure students all have copies of the information statement and have already signed a consent form before the focus group discussion begins.]*

*[Clarify that students have understood the purpose of the research, have a copy of the Information Statement and have signed the Consent Form.]*

During our discussion, I'll ask you a few questions about the rubric co-construction process. *[Explain that the discussion will be audio recorded but future transcriptions of the discussion will not include participants' actual names.]*

This focus group discussion today should take from 30 minutes to an hour. Throughout this discussion, please feel free to stop me and ask me to repeat or clarify any of the questions.

1. What did you learn about rubrics by engaging in the rubric co-construction process?
2. What perceptions about rubrics, if any, changed throughout the rubric co-construction process?
3. Was the time allowed for co-construction of the rubric sufficient?
4. How well did the final rubric reflect the collaborative efforts of the group?
5. What aspects of this co-construction process were the most useful to your understanding?
6. If you were to engage in this rubric co-construction process again for another unit, what might you do differently?

### Conclusion to the focus group

Thank you for your contribution to the focus group discussion today. Your contributions to this study will help your lecturers to understand how effective rubric co-construction is. You will soon be emailed a letter of acknowledgement for your contribution to this research project. Please provide your preferred email address.

### Questions

If you have any questions about this process, please contact: Prof. Anthony Williams ([tony.williams@avondale.edu.au](mailto:tony.williams@avondale.edu.au)), the lead researcher, Bev Christian ([bev.christian@avondale.edu.au](mailto:bev.christian@avondale.edu.au)) or Wendy Jackson ([wendy.jackson@avondale.edu.au](mailto:wendy.jackson@avondale.edu.au)).

## **Appendix H: Protocol for Co-construction of rubrics in Phase 2**

### **Who has this protocol document been created for?**

This protocol document has been created for

1. the RESEARCHERS (Tony Williams, Wendy Jackson, Bev Christian, known as the “TPRC Group”) in the OLT Rubric project who are responsible for the development and administration of the TPRC data collection instruments; and
2. the LECTURERS/ STUDENTS/ RESEARCHERS involved in the facilitation of the rubric co-construction process that lecturer- and student-participants engage in during Phase 2 of the project (Semester 1, 2017).

Note: Processes 1-3 outlined in this document will be coordinated and monitored by the TPRC Group - Tony Williams, Wendy Jackson, Bev Christian. The Lecturer-participants in the project should especially refer to Process 2: Rubric co-construction and planning.

### **Overview of this protocol document**

The purpose of this protocol document is to provide procedures for the RESEARCHERS about how to:

1. develop the TPRC (Tracking Progress of Rubric Co-construction) data collection instruments and recruit participants;
2. give guidance to LECTURERS and STUDENTS on how to co-construct a rubric and administer the TPRC (Tracking Progress of Rubric Co-construction) data collection instruments.

Note: Wendy Jackson is away 2-7 April, 15-19 May, and the last two weeks in June. She will adapt her research schedule accordingly.



## **Process 1: Develop the TPRC instruments and recruit participants [for Researchers]**

### **What are the TPRC instruments?**

The TPRC (Tracking Perceptions of Rubric Construction) instruments will be designed, piloted and administered by Wendy, Tony and Bev during Semester 1, 2017 (during Phase 2 of the project). Both lecturers and students will be requested to complete these instruments to give their feedback on the process of co-constructing a rubric for one assessment task. The TPRC instruments will be administered *before* and *after* the lecturers and students have been involved in the co-construction process.

### **Purpose of the TPRC instruments**

The purpose of gathering data using the TPRC instruments in Phase 2 of the study is to provide information to answer Research Question no. 2:

How can students and teachers co-construct and plan the collaborative use of rubrics for student learning?

### **Types of instruments**

The TPRC (Tracking Progress of Rubric Co-construction) instruments include:

- A questionnaire which will be administered at the beginning of the co-construction process for lecturers (TPRC-Q1-L) and students (TPRC-Q1-S). Students and staff will complete slightly different versions of this instrument.
- A questionnaire which will be administered at the end of the rubric co-construction process for lecturers (TPRC-Q2-L) and students (TPRC-Q2-S). Students and staff will complete slightly different versions of this instrument.
- A focus group for students (TPRC-FG-S) or an interview with the lecturer (TPRC-I-L) will be facilitated at the end of the rubric co-construction process, after TPRC-Q2-L/ TPRC-Q2-S. Students and staff will be asked slightly different questions in the focus groups and interviews.

### **Format**

The questionnaire will be developed and administered in a paper-based format. The focus group will take place on-campus or via video-conference (if required).

### **Development of questionnaire and focus group questions**

The questionnaire and focus group questions have been developed across Phase 1 and 2 of the project. Questions from our Avondale Ethics Application have been used.

Members of the TPRC Group (Tony, Wendy, Bev) are responsible for developing and piloting these data collection instruments.

## **Recruit and contact lecturers and students (Jan – 31 March 2017)**

Bev, Tony and Wendy to:

- recruit lecturer and 5-8 student participants from each discipline (liaise with Tony, Maria, Jack in Jan-Feb 2017);
- recruit TPRC pilot group (about 5 lecturers and 5 students) who have not been recruited for the project);
- contact lecturer and 5-8 student participants from each discipline (i.e., not the pilot group) to inform them of the process of rubric co-construction and data collection using the TPRC protocol and instruments, with timeframe and due dates.

The recruiting of participants should be completed by the end of March or early April. Wendy, Bev and Tony are required to recruit participants and to keep records of these participants (numbers of lecturer-participants and student-participants, their institution, the unit in which they are enrolled or in which they teach, the lecturer's name, etc). See Table 7: Our participants and data collection schedule.

Guidelines for the researchers contacting the lecturer-participants:

- Ensure you have opened communications with your lecturer-participants
- Send the lecturer-participants the protocol and timetable; and
- Set up a meeting with the lecturer-participants to go over the protocol to ensure understanding of what/when needs doing
- The first action the lecturer needs to take in preparation is to construct a draft of the rubric they are going to utilise during the co-construction with students. They need to do this so they can ensure they have thought about and included attributes that concern the kinds of issues that students are not usually aware of, but that are essential parts of the learning task make-up.
- Organise with the lecturer-participants to ensure that the days/dates/times for each session are recorded (also sent to Jack) and whether you need to be present or facilitate during each session.
- Jack will need to know the numbers of participants so printing can be done if needed.
- Become conversant with the processes in the protocol so that you can effectively manage the data collection sessions (you will be the go to person for assisting with the concepts and processes that the protocol outlines).

Table 7: Our participants and data collection schedule (Phase 2)

Institution	Discipline	Unit/ degree year for rubric co-construction (Sem 1)	Unit/ degree year for rubric use (Sem 2)	Lecturer	No. of students	OLT researcher to collect data*
CSU	Medical Radiation Science	MRS290: Medical Radiation Science Practicum [Bachelor of Medical Radiation Science- Medical Imaging; Bachelor of Medical Radiation Science- Nuclear Medicine; Bachelor of Medical Radiation Science – Radiation Therapy]	MRS203: Imaging Anatomy [Bachelor of Medical Radiation Science- Medical Imaging; Bachelor of Medical Radiation Science- Nuclear Medicine; Bachelor of Medical Radiation Science – Radiation Therapy]/ Year 2	Michelle Reeves	6-9	Andrew
UTS	Creative Writing/ 1 <sup>st</sup> year	Call for volunteers	Working with students during semester to co-construct the rubric for Imagining the Real (54071)/ Bachelor of Communication (Creative Writing)	Sue Joseph	4-7	Carolyn
Avondale	Theology/ 3 <sup>rd</sup> and 4 <sup>th</sup> years, 300 level unit	THEO36130: Ecclesiology and Sabbath/ Bachelor of Ministry and Theology	THEO36110: Salvation and Eschatology	Wendy	4-6	Carolyn
Avondale	Education/ 3 <sup>rd</sup> year, Bachelor of Teaching/ Bachelor of Arts (Primary)	EDUC22103: Curriculum & Pedagogical Studies: Teaching and Researching for Effective Learning.	EDUC24108 Curriculum Studies From Theory to Practice	Bev	6	Peter and Maria (after 29 May)

Institution	Discipline	Unit/ degree year for rubric co-construction (Sem 1)	Unit/ degree year for rubric use (Sem 2)	Lecturer	No. of students	OLT researcher to collect data*
Avondale	Nursing/ 1 <sup>st</sup> year	NURS11000 Nursing Practice 1/ Bachelor of Nursing	NURS12000 Nursing Practice 2/ Bachelor of Nursing	Linda Cloete	Approx. 5-10	Maria and Jack
Avondale	Nursing/ 3 <sup>rd</sup> year	NURS33300 Nursing Practice 5/ Bachelor of Nursing	NURS34400 Nursing Practice 6/ Bachelor of Nursing	Sonja Dawson	Approx. 5-10	Maria and Jack

\*Note that this person needs to coordinate the data collection, including reminding the lecturer involved when the data will be collected and when the co-construction sessions need to happen (as outlined in the Protocol 2 document).

### **Pilot (3-14 April 2017)**

Pilot TPRC instruments with pilot group and adjust TPRC instruments accordingly.

Please note that we don't have time to pilot these instruments for use by CSU who need to start using them in late February.

## Process 2: Rubric planning and co-construction, and data collection [for Participants]

See the Overview: TIMEFRAME earlier in this document for due dates.

The TPRC team (Wendy, Bev and Tony) are responsible for ensuring the lecturer-participants and student-participants in the study follow these instructions. At CSU and UTS, Andrew and Sue will manage these processes, supported by Wendy, Bev and Tony. Jack and Maria will be available for support.

During Semester 1 or Semester 2 2017 (Phase 2 of the project), students and lecturers across the three institutions will co-construct an assessment rubric for one assessment task in a subject (unit or course) which takes place in Semester 2 2017 (during Phase 3 of the project). They will also collaborate to devise instructions for the lecturers and students about how to use the co-constructed rubrics in the following semester.

It is recommended that the rubric construction process take place between 24 April – 2 June (during Weeks 8-13) for Avondale, or earlier, and from 27 February– 28 April 2017 for CSU and from 24 July to 1 November 2017 for UTS.

It is suggested that the lecturer meets with their selected group of students four (4) times during the rubric construction process.

Each co-construction session will require approximately 50-60 minutes. Guidelines for each session, some of which include data collection points, are outlined below.

### Before Teacher preparation session (Guidance from Researchers) When? Before the first co-construction session

Timing:

- This session should take place prior to the teacher preparation week and prior to 4-week co-construction/planning period.
- For CSU: In the early stage of the period: before 27 February 2017.
- For Avondale: This session should take place before Week 8 (before 24 April 2017).
- For UTS: This session should take place prior to 24 July 2017.

**Purpose:** Researchers from the project will meet with each of the Lecturer-participants to ensure they understand:

- How to follow the instructions in the Process 2 section of this Protocol document.
- How to collect the data required during the co-construction process from two questionnaires and one focus group or interview.

### Before Co-construction session 1 (Teacher preparation) When? Before the first co-construction session

Timing:

- This session should take place prior to the 4-week co-construction/planning period.
- For CSU: In the early stage of the period: 27 February 2017- end of April 2017.
- For Avondale: This session should take place in Week 8 (24-28 April 2017).
- For UTS: This session should take place prior to 24 July 2017.

**Purpose:** Each of the Lecturer-participants should create a draft rubric before they begin co-construction with the students.

**Distance and on-campus students:** These co-construction sessions will probably happen on-campus but if lecturers would like to engage distance (off-campus) students, they could do so using technology such as email, video-conferencing or phone.

**Outcome:** At the end of this week, each of the Lecturer-participants should have a draft rubric that they can use during the first co-construction session which will take place during the following week. The lecturers may need to consult their unit/course learning outcomes, AQF, graduate attributes and other discipline standards. To assist with this process, lecturers are encouraged to consult the following:

- A list of effective rubric characteristics along with advice and cautions about co-constructing rubrics, provided by assessment and rubric experts.
- A diagram showing the components of a rubric.

### Co-construction session 1 (Introduction)

**When? Week 9 in Sem 1 or just prior to Sem 2**

Timing:

- This session should take place early in the 4-week co-construction/planning period.
- For CSU: In the early stage of the period: 27 February 2017- end of April 2017.
- For Avondale: During Week 9, 1-5 May 2017.
- For UTS: 24 July 2017.

**Purpose:** The purpose of Co-Construction Session 1 is to introduce the participants to the project, begin to develop a shared understanding of rubrics, to begin to explore the ERCs and to collect data using the first data collection instrument (TPRC-Q1-L for lecturers and TPRC-Q1-S for students).

**Distance and on-campus students:** These co-construction sessions will probably happen on-campus but if lecturers would like to engage distance (off-campus) students, they could do so using technology such as email, video-conferencing or phone.

**Preparation:** The Lecturer has previously created a draft of the rubric to be used for the assessment item which embeds the following:

- Alignment with learning outcomes of the unit
- Consideration of the AQF and any other industry, discipline or government standards
- Graduate attributes

Copies of consent forms and information statements need to be ready to give to the students.

Examples of rubrics should be provided – see project Moodle site for examples. These will be provided to Lecturers by members of the project team.

**Consent of participants:** By this stage, the Consent Forms may have already been signed and the Information Statements about the project may have already been distributed. If not, they should be distributed and signed during this co-construction session.

**Instructions for the LECTURER.** Suggested activities for the first session with students

- Check that the Information Statements have been distributed.
- Check that check consent forms have been signed and collected.
- Revise project purpose.
- Administration of Questionnaire 1 (TPRC-Q1-L for lecturers and TPRC-Q1-S for students) about prior knowledge of rubrics and rubric use.
- Overview of process of rubric co-construction and data collection.
- Discussion session to determine student understanding and experience of using rubrics. Show students some rubric examples. Each lecturer will be provided with some examples of rubrics before the co-construction begins. Examples of rubrics will be stored on the project's Moodle site.
- Show students assessment task and the corresponding learning outcomes.
- Discuss the language of rubrics and ask students to match some previously written criteria descriptors with specific learning outcomes.
- Share with students the list of effective rubric characteristics identified by experts (from Phase 1), along with the advice and cautions, also provided by the experts.

**Co-construction session 2 (Begin rubric construction)**

**When? Week 10 in Sem 1, or early in Sem 2 2017**

**Timing:**

- This session should take place in the middle of the 4-week co-construction/planning period.
- For CSU: In the middle stage of the period: 27 February 2017- end of April 2017.
- For Avondale: During Week 10, 8-12 May 2017.
- For UTS: 13 September – 3 October 2017.

**Purpose:** The purpose of Co-Construction Session 2 is to introduce the participants to process of co-constructing rubrics and to further explore the ERCs.

**Distance and on-campus students:** These co-construction sessions will probably happen on-campus but if lecturers would like to engage distance (off-campus) students, they could do so using technology such as email, video-conferencing or phone.

**Preparation:** The Lecturer has previously created a draft of the rubric to be used for the assessment item which embeds the following:

- Alignment with learning outcomes of the unit
- Consideration of the AQF and any other industry, discipline or government standards
- Graduate attributes

Have a few spare copies of consent forms and information statements ready in case there are any students who have not yet signed them.

Examples of rubrics should be provided – see project Moodle site for examples. These will be provided to Lecturers by members of the project team.

**Instructions for the LECTURER.** Suggested activities for the second session with students

- Revise the list of effective rubric characteristics identified by experts (from Phase 1), along with the advice and cautions, also provided by the experts.

- Revise rubric components (marking criteria, performance levels, performance descriptors, feedback narrative/ comments, scoring).
- Create a rubric template or structure, or base it on the generic rubric structure.
- Demonstrate the location of the learning outcomes in the Unit Outline or Student Information and explain how these are used to create rubric criteria.
- Assign each criterion to one or a pair of students who will develop descriptors for each performance level.
- Collate descriptions for all criteria.

### Co-construction session 3 (Continued rubric co-construction)

**When? End of Sem 1 or end of Sem 2 2017**

Timing:

- This session should take place towards the end of the 4-week co-construction/planning period.
- For CSU: Towards the end of the period: 27 February 2017- end of April 2017.
- For Avondale: During Weeks 11, 15-19 May 2017.
- For UTS: 13 September – 3 October 2017.

**Purpose:** The purpose of Co-Construction Session 3 is to continue rubric co-construction.

**Distance and on-campus students:** These co-construction sessions will probably happen on-campus but if lecturers would like to engage distance (off-campus) students, they could do so using technology such as email, video-conferencing or phone.

**Preparation:** The Lecturer should bring along the partly constructed rubric from the previous session.

**Instructions for the LECTURER.** Suggested activities for the third session with students

- Ensure criteria, criteria descriptors and performance level explanations have been completed.
- Achieve consensus among lecturers and students that explanations of performance levels and descriptors are appropriate and easily understood.
- Finalise rubric using the list of effective rubric characteristics identified by experts (from Phase 1)

### Co-construction session 4 (Finalise rubrics and planning of collaborative use)

**When? End of Sem 1 or Sem 2 2017**

Timing:

- This session should take place at the end of the 4-week co-construction/planning period. It may take place across two sessions.
- For CSU: At the end of the period: 27 February 2017- end of April 2017.
- For Avondale: During Weeks 12-13, 22 May – 2 June 2017.
- For UTS: 13 September – 3 October 2017
- First focus group (4 October), Second focus group (1 November)

**Purpose:** The purpose of Co-Construction Session 4 is to finalise rubric co-construction and to collaboratively plan the instructions that will be used to implement the use of the rubrics in the following semester and to collect data using the second (TPRC-Q2-L for lecturers and TPRC-Q2-S for students) and third data collection instrument (TPRC-FG-S for students and TPRC-I-L for lecturers).



**Preparation:** The Lecturer should bring along the partly constructed rubric from the previous session.

**Instructions for the LECTURER.** Suggested activities for the fourth session with students

- Finalise rubric co-construction to produce a rubric of which the participants have a shared understanding
- Write instructions for how the rubric will be used collaboratively by teachers and students in the following semester
- Proof read and edit the rubric and instructions for use
- Administer Questionnaire 2 (TPRC-Q2-L for lecturers and TPRC-Q2-S for students) about reactions to co-construction process
- Administer Focus Group for students (TPRC-FG-S) and interview lecturers (TPRC-I-L)
- Thank the participants for their time and collect the email addresses of participants who would like to receive a letter of acknowledgement for their participation in the project.

# Appendix I: Data collection instruments for Phase 3

## Questionnaire 1 (TPRU&M -Q1-S) for Students

### RESEARCH PROJECT AND QUESTIONNAIRE INFORMATION:

You are invited to take part in this questionnaire and then a focus group about your experience of rubric co-construction, its use and the effect this had on your learning. Participation in this research is voluntary. It is completely up to you whether or not to participate. Only people who give their informed consent will be included in the study. If you agree to participate you may withdraw at any time without giving a reason. If you decide not to participate, or wish to withdraw from the project at any time, you will not be disadvantaged.

Your participation in this part of the project will take approximately 15 min questionnaire and 60 min focus group. This research is supported by a grant to Avondale College of Higher Education, the University of Technology Sydney and Charles Sturt University from the Office for Learning and Teaching (OLT)/ Department of Education and Training (DET).

If you have any questions or comments about the research, please do not hesitate to contact us: Associate Professor Maria Northcote: [maria.northcote@avondale.edu.au](mailto:maria.northcote@avondale.edu.au), Dr Carolyn Rickett: [carolyn.rickett@avondale.edu.au](mailto:carolyn.rickett@avondale.edu.au), Dr Peter Kilgour: [peter.kilgour@avondale.edu.au](mailto:peter.kilgour@avondale.edu.au). For those of you at UTS, contact Dr Sue Joseph: [sue.joseph@uts.edu.au](mailto:sue.joseph@uts.edu.au); or for those at CSU, contact Andrew Kilgour: [akilgour@csu.edu.au](mailto:akilgour@csu.edu.au). Also, please see the attached Information Statement. Thank you in advance for taking the time to participate in this questionnaire. We appreciate your time and effort to help make this research a success. **Adding your email below allows us to send you a letter of acknowledgement stating you participated in this research project.**

Regards,

Prof Anthony Williams (Lead Investigator)  
Avondale College of Higher Education

Dr Carolyn Rickett  
Avondale College of Higher Education

Dr Peter Kilgour  
Avondale College of Higher Education

Dr Sue Joseph  
University of Technology Sydney

Dr John Seddon  
Avondale College of Higher Education

## CONSENT:

If you give your consent to participate in this survey, please select the **Yes** option below.  
If you do not give your consent, please select the **No** option below.

- ☐ **Yes**
- ☐ **No**

**NAME:** \_\_\_\_\_

**EMAIL:** \_\_\_\_\_ (for letter of  
acknowledgement)

**SIGNATURE:** \_\_\_\_\_

## INSTRUCTIONS TO PARTICIPANTS:

☞ Please answer all questions listed below.

### C. Context questions (Questions about you)

1. What institution are you enrolled in?

- ☐ Avondale College of Higher Education
- ☐ Charles Sturt University
- ☐ University of Technology Sydney

2. What degree are you enrolled in?

3. How much of your degree have you completed so far?

- ☐ One quarter or less
- ☐ Between one quarter and one half
- ☐ Between one half and three quarters
- ☐ More than three quarters of the degree

4. What is your gender?


- ☐ Female
- ☐ Male
- ☐ Other
- ☐ Prefer not to answer

5. Which age group do you belong to?

- ☐ 18-23 years
- ☐ 24-29 years
- ☐ 30-35 years
- ☐ 36 and over

6. Do you speak a language other than English at home or when you communicate with your family?

- ☐ No
- ☐ Yes. Please tell us which other language \_\_\_\_\_

 Please continue with the questions on the following page.

☞ For each of the following statements indicate how strongly you agree or disagree with each statement.

- A score of **1 indicates that you strongly DISAGREE** with the statement or that it never describes your behaviour.
- A score of **4 indicates you strongly AGREE** with the statement or that it usually or always describes your behaviour.

	1 = Strongly DISAGREE			4 = Strongly AGREE
	1	2	3	4
7. Taking part in the co-construction of the rubric for this task helped my understanding of content in this unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Taking part in the co-construction of the rubric for this task helped me feel invested in the unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Taking part in the co-construction of the rubric for this task helped me feel my input was valuable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Using rubrics has been a common practice in previous units I have studied.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Using the rubric I helped co-construct made me feel more confident completing the task.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Using the rubric I helped co-construct raised my awareness of learning outcomes for this unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Using the rubric I helped co-construct helped me be more deliberate in the way I planned for this task.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Using the rubric I helped co-construct helped me understand how learning outcomes are measured.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I would recommend students help teachers co-construct rubrics for assessment tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

☞ Please continue with the final questions on the following page.

Finally, please give your answer the following questions:

16. What effects did co-constructing and using rubrics have on your learning?

17. Are there any other observations or comments you would like to make about using the rubric you co-constructed?

**Thank you** for taking the time to answer these questions. We recognise that there are other ways you could be spending this time and appreciate your willingness to be involved.

When you have completed this questionnaire please return it to the lecturer or researcher who is running the session.

## Questionnaire 1 (TPRU&M -Q1-L) for Lecturer

### RESEARCH PROJECT AND QUESTIONNAIRE/INTERVIEW INFORMATION:

You are invited to take part in this questionnaire and then an interview about your experience of rubric co-construction, its use and the effect this had on your students learning and your teaching.

Participation in this research is voluntary. It is completely up to you whether or not to participate. Only people who give their informed consent will be included in the study. If you agree to participate you may withdraw at any time without giving a reason. If you decide not to participate, or wish to withdraw from the project at any time, you will not be disadvantaged.

Your participation in this part of the project will take approximately 15min questionnaire and 60min interview. This research is supported by a grant to Avondale College of Higher Education, the University of Technology Sydney and Charles Sturt University from the Office for Learning and Teaching (OLT)/ Department of Education and Training (DET).

If you have any questions or comments about the research, please do not hesitate to contact us:

Associate Professor Maria Northcote: [maria.northcote@avondale.edu.au](mailto:maria.northcote@avondale.edu.au), Dr Carolyn Rickett: [carolyn.rickett@avondale.edu.au](mailto:carolyn.rickett@avondale.edu.au), Dr Peter Kilgour: [peter.kilgour@avondale.edu.au](mailto:peter.kilgour@avondale.edu.au). For those of you at UTS, contact Dr Sue Joseph: [sue.joseph@uts.edu.au](mailto:sue.joseph@uts.edu.au), or for those at CSU, contact Andrew Kilgour: [akilgour@csu.edu.au](mailto:akilgour@csu.edu.au). Also, please see the attached **Information Statement**.

Thank you in advance for taking the time to participate in this questionnaire. We appreciate your time and effort.

Regards, Prof Anthony Williams (Lead Investigator), Avondale College of Higher Education

Dr Carolyn Rickett, Avondale College of Higher Education

Dr Peter Kilgour, Avondale College of Higher Education

Dr Sue Joseph, University of Technology Sydney

Dr John Seddon, Avondale College of Higher Education

### CONSENT:

If you give your consent to participate in this survey, please select the **Yes** option below and print and sign your name. If you do not give your consent, please select the **No** option below.


☐ Yes

☐ No

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

## INSTRUCTIONS TO PARTICIPANT:

 Please answer all questions listed below.

### A. Context questions (Questions about you)

1. What institution are you employed by?

- ☐ Avondale College of Higher Education
- ☐ Charles Sturt University
- ☐ University of Technology Sydney

2. What unit was involved in rubric co-construction?

3. What is your gender?


- ☐ Female
- ☐ Male
- ☐ Other
- ☐ Prefer not to answer

4. Which age group do you belong to?


- ☐ 21-35 years
- ☐ 36-45 years
- ☐ 46-55 years
- ☐ 56 and over

5. Do you speak a language other than English at home or when you communicate with your family?

- ☐ No
- ☐ Yes. Please specify \_\_\_\_\_


 Please continue with the questions on the following page.



 For each of the following statements indicate how strongly you agree or disagree with each statement.

- A score of **1 indicates that you strongly DISAGREE** with the statement or that it never describes your behaviour.
- A score of **4 indicates you strongly AGREE** with the statement or that it usually or always describes your behaviour.

	<b>1 = Strongly DISAGREE</b>			<b>4 = Strongly AGREE</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
6. Taking part in the co-construction of the rubric for this task helped the students' understanding of content of the unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Taking part in the co-construction of the rubric for this task helped the students feel invested in the unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Taking part in the co-construction of the rubric for this task helped the students feel their input was valuable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Using rubrics has been a common practice in previous units I have taught.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Using the rubric students helped co-construct made them feel more confident completing the task.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Using the rubric they helped co-construct raised students' awareness of learning outcomes for this unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Using the rubric they helped co-construct enabled students be more deliberate in the way they planned for this task.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Using the rubric they helped co-construct enabled students to understand how learning outcomes are measured.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. I would recommend students help co-construct rubrics for set tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

 Please continue with the final questions on the following page.

👉 Finally, please answer the following questions:

15. What effects did co-constructing and using rubrics have on your students' learning?

16. Are there any other observations you would like to make about *using* the rubric you co-constructed?

**Thank you** for taking the time to answer these questions. We recognise that there are other ways you could be spending this time and appreciate your willingness to be involved.

When you have completed this questionnaire please return it to the researcher who gave it to you.

## **Focus group semi-structured questions for Students (TPRU&M –FG-S)**

### **A: GIVE INTRODUCTION**

**NOTE:** Full introduction and instructions for running the focus group session are on the following page.

### **B: QUESTIONS**

1. What effect does the co-construction and use of rubrics have on student learning?
2. What are the advantages of students being involved in the co-construction of a rubric?
3. Do you think there are any disadvantages of students' involvement in the co-construction of a rubric?
4. Do you think there are any benefits for the lecturer involving students in a rubric co-construction process?
5. What do you feel you personally contributed to the rubric co-construction process?
6. Do you see value in collaboration between students and lecturers?
7. Has the rubric co-construction process changed the way you think about rubrics?
8. Was the use of the rubric more meaningful to you because of your time spent in the rubric co-construction group?
9. What about the rubric co-construction process might you recommend?
10. What about the rubric co-construction process might you change?
11. Any other observations?

### **C: THANK YOU**

Thank you for adding your voice to this focus group on the co-construction of rubrics. Your input to this research is invaluable.

## Instructions for focus group/interviews facilitators

The purpose of the focus group is to provide further clarification of issues identified from the questionnaire just completed, and to reflect on student responses. It also allows for the raising of issues or ideas not identified in the questionnaires. Therefore, in addition to the questions provided, the lecturer may wish to add some questions of his/her own.

### Introduction to focus group discussion

**Thanks for joining our focus group discussion today.**

*[Ensure staff all have copies of the information statement and have already signed a consent form before the focus group discussion begins.]*

*[Clarify that staff have understood the purpose of the research, have a copy of the Information Statement and have signed the Consent Form.]*

**During our discussion**, I'll ask you a few questions about the rubric co-construction process. *[Explain that the discussion will be audio recorded but future transcriptions of the discussion will not include participants' actual names.]*

This focus group discussion today should take from 30 minutes to an hour. Throughout this discussion, please feel free to stop me and ask me to repeat or clarify any of the questions.

### Conclusion to the focus group

Thank you for your contribution to the focus group discussion today. Your contributions to this study will help your lecturers to understand how effective rubric co-construction, use and moderation are. You will soon be emailed a letter of acknowledgement for your contribution to this research project. So we can send you the letter, please ensure you have provided your preferred email address.

### Questions

If you have any questions about this process, please contact:

Professor Anthony Williams (lead researcher): [tony.williams@avondale.edu.au](mailto:tony.williams@avondale.edu.au);

Associate Professor Maria Northcote (co-lead researcher): [maria.northcote@avondale.edu.au](mailto:maria.northcote@avondale.edu.au);

Dr Carolyn Rickett: [carolyn.rickett@avondale.edu.au](mailto:carolyn.rickett@avondale.edu.au);

Dr Peter Kilgour: [peter.kilgour@avondale.edu.au](mailto:peter.kilgour@avondale.edu.au).

For those at UTS, contact Dr Sue Joseph: [sue.joseph@uts.edu.au](mailto:sue.joseph@uts.edu.au)

OR

for those at CSU, contact Andrew Kilgour: [akilgour@csu.edu.au](mailto:akilgour@csu.edu.au).

## **Semi-structured interview questions (TPRU&M –I1-L) for lecturer**

### **A: GIVE INTRODUCTION**

**NOTE:** Full introduction and instructions for running the interview session are on the following page.

### **B: QUESTIONS**

1. What effect does the co-construction and use of rubrics have on student learning?
2. What are the advantages of students being involved in the co-construction of a rubric?
3. Do you think there are any disadvantages of student involvement in the co-construction of a rubric?
4. Do you think there are any benefits for the lecturer involving students in a rubric co-construction process?
5. What do you feel you personally contributed to the rubric co-construction process?
6. What value do you see in collaboration between students and a lecturer to co-construct rubrics?
7. Has the rubric co-construction process changed the way you think about rubrics?
8. Has the rubric co-construction process lead you to change anything in your pedagogical practice?
9. What about the rubric co-construction process might you recommend?
10. What about the rubric co-construction process might you change?
11. Was involving students in the rubric co-construction process more effort than what it was worth?
12. Has the rubric co-construction process changed your previously perceived role as a lecturer?
13. Any other observations?

### **C: THANK YOU**

Thank you for adding your voice to this research on the co-construction of rubrics. Your input to this research is invaluable. ☺

## Instructions for interview facilitators

The purpose of the focus group/interview is to provide further clarification of issues identified from the questionnaire just completed, and to reflect on student responses. It also allows for the raising of issues or ideas not identified in the questionnaires. Therefore, in addition to the questions provided, the lecturer may wish to add some questions of his/her own.

### Introduction to interview discussion

#### Thanks for joining our interview discussion today

*[Ensure staff all have copies of the information statement and have already signed a consent form before the interview begins.]*

*[Clarify that staff have understood the purpose of the research, have a copy of the Information Statement and have signed the Consent Form.]*

**During our discussion**, I will ask you a few questions about the rubric co-construction process. *[Explain that the discussion will be audio recorded but future transcriptions of the discussion will not include participants' actual names.]*

This interview today should take from 30 minutes to an hour. Throughout this discussion, please feel free to stop me and ask me to repeat or clarify any of the questions.

#### Conclusion to the interview.

Thank you for your contribution to the interview discussion today. Your contributions to this study will help you and your students to understand how effective rubric co-construction, use and moderation are. You will soon be emailed a letter of acknowledgement for your contribution to this research project. So we can send you the letter, please ensure you have provide your preferred email address.

#### Questions

If you have any questions about this process, please contact:

Associate Professor Maria Northcote (co-lead researcher): [maria.northcote@avondale.edu.au](mailto:maria.northcote@avondale.edu.au);

Dr Carolyn Rickett: [carolyn.rickett@avondale.edu.au](mailto:carolyn.rickett@avondale.edu.au);

Dr Peter Kilgour: [peter.kilgour@avondale.edu.au](mailto:peter.kilgour@avondale.edu.au).

For those at UTS, contact Dr Sue Joseph: [sue.Joseph@uts.edu.au](mailto:sue.Joseph@uts.edu.au)

OR

for those at CSU, contact Andrew Kilgour: [akilgour@csu.edu.au](mailto:akilgour@csu.edu.au)

# Appendix J: Protocol for Use of Co-constructed rubrics in Phase 3

## Who has this protocol document been created for?

This protocol document has been created for

1. the RESEARCHERS (Dr Carolyn Rickett, Dr Peter Kilgour, Dr Sue Joseph and Dr John Seddon, known as the “TPRU&M Group”) in the OLT Rubric project who are responsible for the development and administration of the TPRU&M data collection instruments; and
2. the LECTURERS/ STUDENTS/ RESEARCHERS involved in the use of the co-constructed rubrics that lecturer- and student-participants engage in during Phase 3 of the project (Semester 2 2017).

Note: Processes outlined in this document will be coordinated and monitored by the TPRU&M Group - Dr Carolyn Rickett, Dr Peter Kilgour, Dr Sue Joseph and Dr John Seddon.

## Overview of this protocol document

The purpose of this protocol document is to provide procedures for the RESEARCHERS about how to:

1. develop the TPRU&M (Tracking Progress of Rubric Use & Moderation) data collection instruments and recruit participants; and
2. how to administer the TPRU&M (Tracking Progress of Rubric Use & Moderation) data collection instruments.

## Process: Develop the TPRU&M instruments and recruit participants [for Researchers]

### What are the TPRU&M instruments?

The TPRU&M (Tracking Perceptions of Rubric Construction) instruments will be designed, piloted and administered by Dr Carolyn Rickett, Dr Peter Kilgour, Dr Sue Joseph and Dr John Seddon during Semester 2, 2017 (Phase 3 of the project). Both lecturers and students will be requested to complete these instruments to give their feedback on the use and moderation of a rubric co-constructed for an assessment task. The TPRU&M phase of data collection *after* the lecturers and students have been involved in the co-construction process and used that rubric for moderation of the nominated assessment task. The data instruments will be administered after the students have submitted their assessment tasks but before they have received feedback for that assessment task.

### Purpose of the TPRU&M instruments

The purpose of gathering data using the TPRU&M instruments in Phase 3 of the study is to provide information to answer Research Question No. 3:

What effect does the co-construction and use of rubrics have on student and lecturer perceptions of student learning?

### Types of instruments

The TPRU&M (Tracking Progress of Rubric Use & Moderation) instruments include:

- A questionnaire which will be administered between when the nominated assessment task is due for submission and when the nominated assessment task is due to be returned to students with marks and feedback; for lecturers (TPRU&M-Q1-L) and students (TPRU&M-Q1-S). Students and staff will complete slightly different versions of this instrument (see Appendices 3 and 4).

- A focus group for students (TPRU&M-FG-S) or an interview with the lecturer (TPRU&M-I-L) will be facilitated immediately after the questionnaires (TPRU&M-Q1-L/ TPRU&M-Q1-S). Students and staff will be asked slightly different questions in the focus groups and interviews (see Appendices 5 and 6).

### Format

- The questionnaire will be developed and administered in a paper-based format.
- The focus group and interview will take place on-campus or via video-conference (if required).

### Development of questionnaire and focus group questions

The questionnaire, focus group and interview questions have been developed across Phase 1 and 2 of the project. Questions from our Avondale Ethics Application have been used.

Members of the TPRU&M Group (Carolyn Rickett, Peter Kilgour, Sue Joseph and John Seddon) are responsible for developing and piloting these data collection instruments.

### Re-establishing contact with lecturers and students (by 14 September 2017) Data collectors need to:

- ensure that contact is re-established with the lecturer and student participants from each discipline that participated during the rubric co-construction stage to organise an appropriate date and time for the data collection (Phase 3, TPRU&M) to take place (liaise and organise by 14 September 2017);
- recruit TPRU&M pilot group (about 5 lecturers and 5 students) who have not been recruited for the project); and
- contact co-construction lecturers and student participants from each discipline (i.e., not the pilot group) to inform them of the process of rubric use and moderation and data collection using the TPRU&M protocol and instruments, with timeframe and due dates.

The recruiting of participants should be done in collaboration with the lecturer of the unit from which you are collecting the Phase 3 data. This is so that the lecturer liaises with the students who were participants in the co-construction phase, to again be participants in this 3rd Phase of *moderation and use* of the co-constructed rubric from Phase 2.

### Guidelines for the data collecting researchers contacting the lecturer-participants:

- Ensure you have opened communications with your lecturer-participants
- Send the lecturer-participants the protocol and timetable;
- Contact the lecturer-participants to ensure understanding of what/when needs doing;
- Organise with the lecturer-participants to ensure that the days/dates/times for each session are recorded (also sent to Jack)
- Jack will need to know the numbers of participants so printing can be done if needed.
- Become conversant with the processes in the protocol so that you can effectively manage the data collection sessions (you will be the go to person for assisting with the concepts and processes that the protocol outlines).



Table 8: Our participants and data collection schedule (Phase 3)

Institution	Discipline	Unit/ degree year for rubric co-construction (Sem 1)	Unit/ degree year for rubric use (Sem 2)	Lecturer/ coordinator	No. of students	OLT researcher to collect TPRU&M data *
CSU	Medical Radiation Science	MRS290: Medical Radiation Science Practicum [Bachelor of Medical Radiation Science- Medical Imaging; Bachelor of Medical Radiation Science- Nuclear Medicine; Bachelor of Medical Radiation Science – Radiation Therapy]	MRS203: Imaging Anatomy [Bachelor of Medical Radiation Science- Medical Imaging; Bachelor of Medical Radiation Science- Nuclear Medicine; Bachelor of Medical Radiation Science – Radiation Therapy]/ Year 2	Andrew Kilgour/ Michelle Reeves	6-9	Jack to travel to CSU Wagga Wagga
UTS	Creative Writing	Call for volunteers Bachelor of Communication (Creative Writing)	Working with students during semester to co-construct the rubric. Imagining the Real (54071)	Sue Joseph	4-7	Carolyn or Maria
Avondale	Theology/ 3 <sup>rd</sup> and 4 <sup>th</sup> years, 300 level unit	THEO36130: Ecclesiology and Sabbath/ Bachelor of Ministry and Theology	THEO36110: Salvation and Eschatology	Wendy	4-6	Carolyn

Institution	Discipline	Unit/ degree year for rubric co-construction (Sem 1)	Unit/ degree year for rubric use (Sem 2)	Lecturer/ coordinator	No. of students	OLT researcher to collect TPRU&M data *
Avondale	Education/ 3 <sup>rd</sup> year, Bachelor of Teaching/ Bachelor of Arts (Primary)	EDUC22103: Curriculum & Pedagogical Studies: Teaching and Researching for Effective Learning.	EDUC24108 Curriculum Studies From Theory to Practice	Bev	6	Peter
Avondale	Nursing/ 1 <sup>st</sup> year	NURS11000 Nursing Practice 1	NURS12000 Nursing Practice 2	Linda Cloete	6	Jack or Maria
Avondale	Nursing/ 3 <sup>rd</sup> year	NURS33300 Nursing Practice 5	NURS34400 Nursing Practice 6	Sonja Dawson	8	Jack or Maria

\* **Note** that this person needs to coordinate the TPRU&M data collection, including reminding the lecturer involved when the data will be collected.

### **Pilot (7 - 14 September 2017)**

Pilot TPRU&M instruments with pilot group and adjust/edit the TPRU&M instruments accordingly.

## Appendix K: Monograph of co-construction processes

A monograph was produced for the Expert Reference Group to comment on the process of co-construction. Extracts from the Monograph have been included here. The full Monograph can be made available on request.

The artefacts included in the monograph was prefaced with the following instructions for the Expert Reference Panel.

### Questions for the Expert Panel

As members of the Project Expert Panel we are keen to gain your insights into how well the project is progressing to date through the consideration of the rubrics which have been developed in collaboration with students. The project has reached the point where the rubrics have been developed and implemented into a range of classes across the three participating institutions; we are now in the process of evaluating the effectiveness of the initiative. As a part of this process we would be keen to gain your insights into the developed rubrics. To assist you in your consideration of the attached examples of the rubrics we have posed a number of questions which may assist you in your consideration. These questions follow:

- Do you notice any trends or themes evident in the collection of artefacts?
- Was there anything evident in the rubrics that you:
  - expected?
  - didn't expect?
  - found confusing?
  - would like to comment on?
- Would you like to comment on the way in which the marking criteria were included in the rubrics?
- Were the rubrics different from rubrics you have seen in the past? If so, how were they different?
- Would you recommend any further modifications to the rubrics to improve them in the future?
- Is there evidence of the application of the developed list of effective rubrics characteristics in the example rubrics?
- Are the materials included in this monograph clearly articulating what we have done and provide insight into our progress to date?

Would you like to comment on any aspect of this document, besides the rubrics?

One of the cohorts, in an Education course, scheduled a set of times to meet during the semester before the rubric was intended to be used. The schedule of meetings between the lecturer and the students is outlined below. Note that time has also been allocated for data collection.

### **SCHEDULE OF RESEARCH GROUP MEETINGS**

Date	Time	Activity	Personnel
10-7-17	11:00am – 12:00 noon	Initial Survey What is a rubric? Characteristics of good rubrics Exploring sample rubrics	Peter Kilgour Bev Christian
17-7-17	11:00am – 12:00 noon	Matching draft rubric to course outcomes, learning outcomes, AQF levels, graduate attributes and GTS Creation of a rubric template – creating descriptors for each performance level.	Bev Christian
24-7-17	11:00am – 12:30pm	Continue rubric co-construction Finalise rubric co-construction using characteristics of effective rubrics. Proof read and edit Write instructions for how the rubric will be used collaboratively by teachers and students next semester	Bev Christian
31-7-17	11:00am – 12:00 noon	Final Survey and focus group	Maria Northcote

The rubrics before and after co-construction are provided on the following pages.

**DRAFT RUBRIC BEFORE co-construction started:** Deleted some level descriptors from the existing rubric :  
the co-construction group had a partial example to work from.

Marking rubric					
Assignment submitted through Turnitin					
Cover page	2		1		0
	All information present including the Intellectual Property Statement		No Intellectual Property Statement OR wrong cover page		None
Research Report 15 marks	HD	D	C	P	F
	Includes all key content areas and demonstrates a superior grasp of the topic. Synthesis very well executed. Material all relevant. Includes primary and secondary sources.		Includes all key content areas and demonstrates a sound grasp of the topic. Synthesis sound. Material mostly relevant. Includes mostly secondary sources.		Includes some key content areas at a superficial level. Synthesis is weak. Material sometimes relevant. Sources inadequate.
Retrieval chart 10 marks	10	8	6	4	2
		Well organised retrieval chart with appropriate headings that enable comparison.		Basic retrieval chart with limited information to facilitate comparisons	Inadequate retrieval chart. Insufficient information to facilitate clear comparison.
Concluding report 10 Marks					
	Well supported points of similarity/difference and clearly articulated relationships between the approaches. Recommendations show evidence of analytical thought.		Limited similarities/differences and connection between approaches is weak, making it difficult to see how they connect with each other. Recommendations are basic		No connection between approaches, no similarities/differences noted. Recommendations are not grounded in the research.
Structure 8 marks					
	Logical order of summaries and synthesis, transition; sentences and sub headings used effectively throughout paper	Order of summaries and synthesis could be better organized, some transition sentences and sub headings are used but could be more effective	Sequence of summary and synthesizing points makes sense in some of the paper but not all, limited use of transition sentences and subheadings.	Paragraphs lack logical order, transition sentence not evident, sub headings absent or not used to good effect.	Main ideas are difficult to follow and paper lacks cohesion.
Quality of					

academic writing, including referencing 5 marks	Impeccable spelling, grammar, word order, word usage, and punctuation; strong and varied sentence construction; proper citation of texts	.		Many errors in spelling, grammar, word order, word usage, punctuation, sentence structure and citations.	Unsatisfactory
--	--	---	--	--	----------------

K RUBRIC: this was the blank rubric the co-construction group had available to use.

Marking rubric					
Assignment submitted through Turnitin					
Cover page	2		1		0
Research Report 15 marks	HD	D	C	P	F
Retrieval chart 10 marks	10	8	6	4	2
Concluding report 10 Marks					
Structure 8 marks					
Quality of academic writing, including referencing 5 marks					



# Final Rubric AFTER co-construction

Name:		Number:		On Time	Late penalty
EDUC24108 Task 3					
Draft Research report submitted on due date		Yes		No: 20 marks deducted from research report	
Cover page and rubric 4 marks	4		2		0
	All information present including the Intellectual Property Statement and rubric		No Intellectual Property Statement OR wrong cover page or rubric missing		None
Research Report 30 marks	25.5-30.0	22.5-25.0	19.5-22.0	15-19	>15
	Includes all key content areas and demonstrates a superior grasp of the topic. Synthesis very well executed. Material all relevant. Includes a range of primary and secondary sources.	Includes all key content areas and demonstrates an exceptional grasp of the topic. Synthesis is well executed. Material is relevant. Includes primary and secondary sources.	Includes most key content areas and demonstrates a sound grasp of the topic. Synthesis is sound. Material mostly relevant. Includes some primary and secondary sources.	Includes some key content areas and demonstrates a basic grasp of the topic. Limited synthesis. Some materials are relevant. Includes only secondary sources.	Limited key content areas have been included. Synthesis is weak. Materials are irrelevant. Sources are inappropriate or not evident..
Linked to Australian curriculum 10 marks	8.5-10.0	7.5-8.0	6.5-7.0	5.0-6.0	>5
	Parts A, B and C all demonstrate in-depth understanding of the Australian curriculum.	Parts A, B and C all demonstrate good understanding of the Australian curriculum.	Parts A, B and C all demonstrate sound understanding of the Australian curriculum in at least two parts.	Parts A, B and C all demonstrate satisfactory understanding of the Australian curriculum in at least one part.	Parts A, B and C all demonstrate limited understanding of the Australian curriculum
Retrieval chart 20 marks	17-20	15-16.5	13-14.5	10.0-12.5	>10
	Template contains comprehensive and succinct summaries of key concepts that enable in-depth and clear comparisons.	Well organised retrieval chart with appropriate headings that enable comparison.	Mostly organised retrieval chart with some appropriate headings that generally enables comparison.	Basic retrieval chart with limited information to facilitate comparisons	Template either not complete or not evident.
Concluding report 20 marks	17-20	15-16.5	13-14.5	10.0-12.5	>10
	Well supported points of similarity/difference and clearly articulated relationships between the approaches. Recommendations show evidence of analytical thought.	Supported points of similarity/difference and clearly articulated relationships between approaches. Most recommendations show evidence of analytical thought.	Limited similarities/differences and connection between approaches is sound making it difficult to see how they connect with each other. Recommendations are basic	Minimal similarities/differences and connections made between approaches. Very difficult to see how they connect with each other. Recommendations are limited .	No connection between approaches, no similarities/differences noted. Recommendations are not grounded in the research.
Quality of	13.0-16	11.0-12.5	10.00-11.0	7.5-8.5	>7.5

<b>academic writing, including referencing and structure</b>  <b>16 marks</b>	Correct spelling, grammar, word order, word usage, and punctuation; strong and varied sentence construction; Accurate in-text and end-text citations.. Logical order of summaries and synthesis, transition; sentences and sub headings used effectively throughout paper	Mostly correct spelling, grammar, word order, word usage, punctuation, and strong sentence structure with mostly correct citations of the texts. Order of summaries and synthesis could be better organized, some transition sentences and sub headings are used but could be more effective	Some errors in spelling, grammar, word order, word usage, punctuation, sentence structure with the inclusion of some citations. Sequence of summary and synthesizing points makes sense in some of the paper but not all, limited use of transition sentences and subheadings.	Many errors in spelling, grammar, word order, word usage, punctuation, sentence structure and citations. Paragraphs lack logical order, transition sentence not evident, sub headings absent or not used to good effect.	Unsatisfactory Main ideas are difficult to follow and paper lacks cohesion.
<b>TOTAL 100 MARKS</b>	<b>HD</b>	<b>D</b>	<b>C</b>	<b>P</b>	<b>F</b>
<b>Comments:</b>					



A group of students and their lecturer in a third year nursing unit worked together to co-construct an existing rubric. The before and after rubrics are outlined on the following pages, along with some notes made during the collaboration.

### Nursing - NURS3300 (BEFORE Co-construction DRAFT)

Avondale College of Higher Education  
Discipline of Nursing Assignment Marking Guide (2016)  
NURS34400 Nursing Practice 6

#### Part A: Evidence Based Practice in Critical Care

Name of Student/ID: \_\_\_\_\_ Grade: \_\_\_\_\_ Marker's Signature: \_\_\_\_\_

	HIGH DISTINCTION (Excellent, high standard)	DISTINCTION (Very good, well developed)	CREDIT (Good, developing well)	PASS (Satisfactory, but requires some improvement)	FAIL (Needs significant improvement)
<i>Appointment for discussion pre submission with lecturer related to selecting appropriate research question within group. (5%)</i>	Made and attended scheduled appointment with rest of group Evidence of extensive, insightful preparation of subject topic for appointment	Made and attended scheduled appointment with rest of group Evidence of in depth and thoughtful preparation of subject topic at appointment	Made and attended scheduled appointment with rest of group Evidence of appropriate preparation of subject topic at appointment.	Made and attended scheduled appointment with rest of group Evidence of limited preparation of subject topic at appointment.	Failure to make or attend scheduled appointment with rest of group Evidence of no / inadequate preparation of subject topic at appointment.
<i>Literacy standard (use of language and writing style) Word length appropriate (1000 words). (15%)</i>	Literary standard is at an excellent standard. Outstanding writing style. Sophisticated and scholarly use of language. Word limit maintained well with appropriate choice of information included.	Well-developed writing style. Language is consistent, well developed. Clarity of thought evident. Word limit maintained well with appropriate choice of information included.	Good writing style and effective expression of ideas. Appropriate use of terminology. Literary standard is consistently appropriate with only minor errors. Word limit maintained.	Adequate writing style. Literary standard is acceptable but requires improvement. Limited vocabulary. Word limit maintained but could be more succinct or more appropriate in choice of information included.	Poor writing style with errors in expression. Poor clarity of meaning which impedes academic understanding. Word limit not maintained.
<i>Evidence of location and selection of 4 appropriate evidence – based resources (with a minimum of 2 primary research articles); resources within last 10 years; without overlap of other group members resources and correct referencing as per APA guidelines. (15%)</i>	Expert selection of primary/secondary research based literature, completely suited to addressing the research question. Referencing standard is of high standard with no errors identified.	Well selected and appropriate resources addressing research question. Good evidence of understanding the selected topic by credible, recent evidence based literature. Referencing standard is consistent with faculty guidelines. Minor typographical or formatting errors in referencing.	Good selection of resources appropriate to research question being answered. Evidence of understanding of topic substantiated by current academic literature. Referencing standard is consistent with faculty guidelines. Minor typographical or formatting errors in referencing.	Adequate interpretation of the question. Identification of primary resources, but could be more accurate or on topic. Evidence of reasonable understanding of current literature related to the topic. Referencing standard is APA format, acceptable but has errors in citations, possibly due to endnote misuse.	Misinterpretation of the assignment question. Little or no understanding of the topic. Failure to identify 2 primary resources. Major components in gathering research evidence for evidence-based practice intervention related to critical care area not shown or are vague. Failure to adhere to APA style and format.
<i>Summarises the article and presents findings of the paper accurately. (25%)</i>	Clear, accurate summary of the paper and the findings within the original article.	Good summary of the paper and findings presented within the original article.	Adequate summary of the paper and findings presented within the original article.	Adequate understanding of the type of literature presented and/or minor errors in the accurate description of the contents of the paper/s presented	Has misunderstood the type of literature presented and/or has not accurately presented the evidence as summarised in the chosen paper.
<i>Demonstration and application of knowledge of the principles of evidence-based practice to the given intervention. Sophistication of thought: Consideration, analysis and evaluation of the topic and issues related to incorporation of evidence to nursing practice. (40%)</i>	Interpretation and analysis of the selected literature is excellent, with evidence of advanced critical analysis and application. The discussion provides a noteworthy and structured critical examination of the topic. Demonstrates clear and unambiguous understanding. Expert use of relevant up-to-date academic and peer reviewed literature.	Interpretation and analysis of the selected literature is well done. There is clear and consistent evidence of good critical analysis. The discussion is of high quality incorporating ideas, supporting soundly demonstrated ideas. Responses show consistent consideration, understanding and analytical thinking.	Responses show developing understanding and consideration of selected literature but analysis of the research related to the topic needs further work. Effective use of up-to-date, relevant literature to support a reasonable discussion and argument. Demonstrated understanding of the topic from a limited focus.	The description of selected literature is satisfactory but the response demonstrates minimal understanding and analysis of the topic. Surface level. Critical analysis could be improved by relating ideas, and how they connect with each other as well as focusing more on the question and by the use of additional related information / research to support ideas.	Failure to provide relevant supporting discussion or argument related to this topic. Poor interpretation of academic literature to address research question. Little or no evidence of critical examination of the topic and literature. Inadequate demonstration of knowledge of essential components and associated issues.
<i>Use of correct headings Marks Deducted</i>	All headings are present and appropriate	All headings are present and appropriate	All headings are present and appropriate	Some headings are missing or are inappropriate in work that has been presented (-2.5 marks)	Inappropriate headings or no headings used to structure and format work (-5 marks)

Avondale College of Higher Education  
Discipline of Nursing Assignment Marking Guide (2016)  
NURS34400 Nursing Practice 6

**Part A: Evidence Based Practice in Critical Care**

	HIGH DISTINCTION (Excellent, high standard)	DISTINCTION (Very good, well developed)	CREDIT (Good, developing well)	PASS (Satisfactory, but requires some improvement)	FAIL (Needs significant improvement)
<i>Appropriate submission of document through Turnitin via Moodle link. Correct use of filename extension, required file format (.doc or .docx), completed template and format as per Avondale policy. <b>Marks Deducted</b></i>	Correct submission including use of expected template, file name extension and format (see instructions on Moodle), no errors.	Correct submission including use of expected template, file name extension and format (see instructions on Moodle), no errors.	Correct submission including use of expected template, file name extension and format (see instructions on Moodle), no errors.	Correct submission including use of expected template, file name extension and format (see instructions on Moodle). Minor errors in one or more components. <b>(-2.5 marks)</b>	Failure to submit in correct location and/or failure to use expected file name extension, template and format (see instructions on Moodle) or significant errors in one or more components. Incomplete or incorrect assignment cover sheet. <b>(-5 marks)</b>
<i>Submission of the 4 articles summarised to the correct submission link in Moodle <b>(Marks deducted)</b></i>	Has submitted all articles to the correct submission point in Moodle	Has submitted all articles to the correct submission point in Moodle	Has submitted all articles to the correct submission point in Moodle	Has submitted the articles that have been summarized, but these have not been submitted to the correct location in Moodle. <b>(-5 marks)</b>	Has not submitted all/some of the resources that have been summarised <b>(-10 marks)</b>

Avondale College of Higher Education  
Discipline of Nursing Assignment Marking Guide (2016)  
NURS34400 Nursing Practice 6

**Part B: Evidence Based Practice in Critical Care**

Name of Student/ID: \_\_\_\_\_ Grade: \_\_\_\_\_ Marker's Signature: \_\_\_\_\_

	HIGH DISTINCTION (Excellent, high standard)	DISTINCTION (Very good, well developed)	CREDIT (Good, developing well)	PASS (Satisfactory, but requires some improvement)	FAIL (Needs significant improvement)
<b>FORMAT</b> <i>Appropriate template of scientific poster used (.ppt file format); uploaded by original nominated team leader to appropriate portal on Moodle without any formatting issues.</i> (10%)	Correct submission including use of expected template, file name extension and format (see instructions on Moodle), no errors.	Correct submission including use of expected template, file name extension and format (see instructions on Moodle), no errors.	Correct submission including use of expected template, file name extension and format (see instructions on Moodle), no errors.	Correct submission including use of expected template, file name extension and format (see instructions on Moodle). Minor errors in one or more components.	Failure to submit in correct location and/or failure to use expected file name extension, template and format (see instructions on Moodle) or significant errors in one or more components.
<b>VISUAL PRESENTATION</b> <i>Logic / Organisation / Use of appropriate media/ creativity. Legible, uncluttered, consistent text. Information in required headings presented (see assessment information) use of creative graphics that compliments information and poster.</i> (20%)	Excellent logical presentation, establishing clarity of analytical thought. Appropriate template/format demonstrating exemplary application. A very creative presentation.	Logical, well developed conceptual thoughts. The required or appropriate format/template has been used and shows incorporated creativity.	Sequence / organisation of material developing well. The required format/template has been used and demonstrates understanding of application. Creativity is developing, but could be applied more.	Sequence / organisation generally clear and / or consistent. The required format/template has been used but with marginal understanding of application. Minimal evidence of creativity.	Ideas and concepts are not developed in a logical way. Has not used an appropriate template or format. Required subject headings not followed or included. No evidence of creativity.
<b>CONTENT</b> <i>Development of topic (pertaining to the subject matter related to the nursing intervention); analysis of literature using all 16 resources from group members.</i> (50%)	Excellent, in depth understanding of the topic shown. Complex links and connections between ideas explained. Information was relevant and well expressed in own words. Points were well-organised and developed with above expected level of detail. The presentation content, structure and delivery were closely tailored to the audience and to the intended purpose of informing and persuading to application.	Well-developed understanding of topic shown. Complex links and connections between ideas very clear. Information was relevant and expressed in own words. Points were developed at an advanced level. The presentation content and structure was tailored to the audience and to the intended purpose of informing, interesting or persuading to application.	Good understanding of topic shown. Links and connections between ideas made. Information was relevant and expressed in own words. Points were developed with sufficient and appropriate detail. Attempts were made to tailor the presentation content to the intended purpose of informing and/or persuading to application.	Satisfactory understanding of topic shown. Links and connections between ideas were made but could be improved. Information was disjointed and points were developed with minimal detail. Information is minimally relevant.	No evidence of understanding of topic shown. Links and connections between ideas were not made. Descriptive only, no analysis of topic evidenced.
<b>CONCLUDING SUMMARY</b> <i>Clear and concise conclusion of recommended evidence based practice for selected intervention.</i> (20%)	The conclusion is well designed and written. Ideas and issues are summed up in a succinct and meaningful way, providing a rationale for the poster presentation	The conclusion is clear and concise. Main ideas are summed up in the poster presentation.	The conclusion is present and developing well. Gives a summary of the facts presented throughout poster presentation	The conclusion is adequate but remains vague. Could be improved by giving a more concise summing up of ideas and issues presented	No conclusion has been included in this poster presentation.

Avondale College of Higher Education  
Discipline of Nursing Assignment Marking Guide (2016)  
NURS34400 Nursing Practice 6

**Part B: Evidence Based Practice in Critical Care**

	HIGH DISTINCTION (Excellent, high standard)	DISTINCTION (Very good, well developed)	CREDIT (Good, developing well)	PASS (Satisfactory, but requires some improvement)	FAIL (Needs significant improvement)
<i>Grammar and syntax. Well written and constructed work. (Marks deducted)</i>	Grammar and spelling are accurate throughout.	Grammar and spelling are accurate throughout.	Grammar and spelling are accurate throughout.	Spelling and / or grammar errors noted in places. Improvements needed to improved understanding and flow of work. (-5marks)	Spelling and / or grammar errors noted throughout the poster. Impedes understanding and flow of arguments presented. (-10marks)
<i>Referencing of arguments and images presented within the poster. (Marks deducted)</i>	Referencing of arguments and images are in line with the APA style and are accurately presented.	Referencing of arguments and images are in line with the APA style and are accurately presented.	Referencing of arguments and images are in line with the APA style and are accurately presented.	Some errors noted in the referencing of arguments and / or images that have been presented. (-5marks)	Errors in referencing noted. Not all arguments or images acknowledge according to APA style. (-10marks)

# AFTER Co-construction FINAL RUBRIC

Avondale College of Higher Education. Discipline of Nursing Assignment Marking Guide (2017). NURS30036 High Dependency Nursing

## Part A: Evidence Based Practice in Critical Care (30% of total grade – individual)

Name of Student/ID: \_\_\_\_\_ Grade: \_\_\_\_\_ Marker's Signature: \_\_\_\_\_

	<b>HIGH DISTINCTION</b> (Excellent, high standard)	<b>DISTINCTION</b> (Very good, well developed)	<b>CREDIT</b> (Good, developing)	<b>PASS</b> (Satisfactory, but requires some improvement)	<b>FAIL</b> (Needs significant improvement)
<i>Group appointment with your lecturer about selection of an appropriate topic and research question prior to submission (10%)</i>	Made and attended scheduled appointment with rest of group  Evidence of extensive, insightful preparation of subject topic for appointment	Made and attended scheduled appointment with rest of group Evidence of a well-developed and thoughtful preparation of subject topic at appointment	Made and attended scheduled appointment with rest of group Evidence of basic to good preparation of subject topic at appointment.	Made and attended scheduled appointment with rest of group  Evidence of limited preparation of subject topic at appointment.	Failure to make or attend scheduled appointment with rest of group Evidence of no / inadequate preparation of subject topic at appointment.
<u>Choice of resources</u>  <i>Select four (4) evidence – based resources (with a minimum of 2 primary research articles related to your chosen topic / intervention);</i>  <i>Resources must be less than 10 years old;</i>  <i>Individual group members require articles that are not the same as any other member of the group;</i>  <i>A list of resources in a reference list according to APA guidelines should be included. (20%) (which comprises of 5% per article)</i>	Expert selection of primary/secondary research based literature, completely suited to addressing the research question. Referencing standard is of high standard with no errors identified.	Well selected and appropriate resources addressing research question. Good evidence of understanding the selected topic by credible, recent evidence based literature. Referencing standard is consistent with faculty guidelines. Minor typographical or formatting errors in referencing.	Good selection of resources appropriate to research question being answered. Evidence of understanding of topic substantiated by current academic literature. Referencing standard is consistent with faculty guidelines. Minor typographical or formatting errors in referencing.	Adequate interpretation of the question. Identification of primary resources, but could be more accurate or on topic. Evidence of reasonable understanding of current literature related to the topic. Referencing standard is APA format, acceptable but has errors in citations, possibly due to endnote misuse.	Misinterpretation of the assignment question. Little or no understanding of the topic. Failure to identify 2 primary resources. Major components in gathering research evidence for evidence-based practice intervention related to critical care area not shown or are vague. Failure to adhere to APA style and format.  Penalties will apply for plagiarism as per the Academic Integrity Policy.

<p><u>Critique of resources</u></p> <p>Summary of each article is completed and presents findings of the paper accurately</p> <p>Headings supplied in unit information are to be used</p> <p>Literacy standard (use of language and writing style, grammar and spelling).</p>	<p>Literary standard is at an excellent standard. Outstanding writing style. Sophisticated and scholarly use of language. Appropriate choice of information included.</p> <p>Headings were used as requested and correct.</p>	<p>Literacy standard and writing style is developing well. Language is consistent, well developed. Clarity of thought evident. Appropriate choice of information included. Headings were used as requested and correct.</p>	<p>Literary standard is consistently appropriate with only minor errors. Good writing style and effective expression of ideas. Appropriate use of terminology. Headings were used as requested and correct.</p>	<p>Literary standard is acceptable but requires improvement and could be more succinct or more appropriate in choice of information included. Adequate writing style. Limited or basic vocabulary used. Headings were used and were mostly correct.</p>	<p>Poor writing style with errors in expression. Poor clarity of meaning which impedes academic understanding. Inappropriate headings or no headings used to structure and format work.</p>
<p>Use of problem-solving, clinical reasoning and critical thinking skills are demonstrated when reviewing the given intervention.</p> <p>Sophistication of thought is evident.</p> <p>Consideration, analysis and evaluation of the topic and issues related to the provision of evidence into nursing practice.</p> <p>(60% - 15% for each article summary)</p>	<p>Interpretation and analysis of the selected literature is excellent, with evidence of advanced critical analysis and application. The discussion provides a noteworthy and structured critical examination of the topic. Demonstrates clear and unambiguous understanding. Expert use of relevant up-to-date academic and peer reviewed literature.</p> <p>Within word limit</p>	<p>Interpretation and analysis of the selected literature is well done. There is clear and consistent evidence of good critical analysis. The discussion is of high quality incorporating ideas,</p> <p>supporting soundly demonstrated ideas. Responses show consistent consideration, understanding and analytical thinking.</p> <p>Within word limit</p>	<p>Responses show developing understanding and consideration of selected literature but analysis of the research related to the topic needs further work. Effective use of up-to-date, relevant literature to support a reasonable discussion and argument. Demonstrated understanding of the topic from a limited focus.</p> <p>Within word limit</p>	<p>The description of selected literature is satisfactory but the response demonstrates minimal understanding and analysis of the topic. Surface level. Critical analysis could be improved by relating ideas, and how they connect</p> <p>with each other as well as focusing</p> <p>more on the question and by the use of additional related information / research to support ideas.</p> <p>Word limit not reached or exceed</p>	<p>Failure to provide relevant supporting discussion or argument related to this topic. Poor interpretation of academic literature to address research question. Little or no evidence of critical examination of the topic and literature. Inadequate demonstration of knowledge of essential components and associated issues.</p>
	<p><b>HIGH DISTINCTION</b> (Excellent, high standard)</p>	<p><b>DISTINCTION</b> (Very good, well developed)</p>	<p><b>CREDIT</b> (Good, developing)</p>	<p><b>PASS</b> (Satisfactory, but requires some improvement)</p>	<p><b>FAIL</b> (Needs significant improvement)</p>

<p><u>Submission of assessment</u></p> <ul style="list-style-type: none"> <li>• <i>Correctly submit document through Turnitin on the Moodle link.</i></li> <li>• <i>Correct use of filename extension, required file format (.doc or .docx),</i></li> <li>• <i>Uses Avondale template for submission of assessment items</i></li> <li>• <i>Format as per Avondale policy - (double spaced, referenced to APA guidelines</i></li> <li>• <i>Submission of the 4 articles summarised to the correct submission link in Moodle</i></li> </ul> <p>(10%) – 2% each point</p>	<p>Correct submission including use of expected template, file name extension and format (see instructions on Moodle), no errors. Has submitted all articles to the correct submission point in Moodle</p>	<p>Correct submission including use of expected template, file name extension and format (see instructions on Moodle), no errors. Has submitted all articles to the correct submission point in Moodle</p>	<p>Correct submission including use of expected template, file name extension and format (see instructions on Moodle), no errors. Has submitted all articles to the correct submission point in Moodle</p>	<p>Correct submission including use of expected template, file name extension and format (see instructions on Moodle). Minor errors in one or more components. Has submitted the articles that have been summarized, but these have not been submitted to the correct location in Moodle.</p>	<p>Failure to submit in correct location and/or failure to use expected file name extension, template and format (see instructions on Moodle) or significant errors in one or more components. Incomplete or incorrect assignment over sheet.</p> <p>Submission is not complete - all/some of the resources that have not been summarised.</p>
<p><b>Comments</b></p>					



## AFTER Co-construction FINAL

### Part B: Evidence Based Practice in Critical Care (25% of total grade – group mark)

Name of Student/ID: \_\_\_\_\_ Grade: \_\_\_\_\_ Marker's Signature: \_\_\_\_\_

	HIGH DISTINCTION (Excellent, high standard)	DISTINCTION (Very good, well developed)	CREDIT (Good, developing well)	PASS (Satisfactory, but requires some improvement)	FAIL (Needs significant improvement)
<u>Format and submission of poster</u>  Appropriate template for a scientific poster <b>MUST</b> be used (ppt file format);  Poster uploaded by original nominated team leader to appropriate portal on Moodle without any formatting issues <b>AND</b> submitted in an A3 hard copy form via the nursing secretariat.  Referencing of resources and images is evident and follows APA style. (5%)	Excellent format and submission including use of expected template, file name extension and format (see instructions on Moodle), no errors.  Plus  Poster submitted in A3 hard copy format.    Referencing of arguments and images are in line with the APA style and are accurately presented.		Correct submission including use of correct template, file name, and format (see instructions on Moodle) with no errors in submission.    A3 Poster submitted in hard copy    Minor referencing errors noted in submission	Correct submission including use of expected template, file name extension and format (see instructions on Moodle).  Basic errors in one or more components which could be improved with attention to detail.  Poster submitted in hard copy but not in A3 format. Some basic errors are noted in the referencing of arguments and / or images that have been presented. Referencing has minor error noted in submission.	Failure to submit in correct location and/or failure to use expected file name extension, template and format (see instructions on Moodle) or significant errors in one or more components. Poster not submitted as hard copy in A3 format. Errors in referencing are noted. Not all arguments or images are acknowledged according to APA style.  Penalties for Plagiarism will apply as per Academic Integrity Policy.
<u>Poster Presentation</u>  Poster must present as logically organized and visually appealing using creative graphics that complement the poster.  Poster must be legible, uncluttered and use consistent text. Grammar and syntax is well used. Information is required under the headings provided (see assessment information)  (35%)	Exoellent logical presentation, Poster is logically organized and is visually appealing. Demonstrates clarity of analytical thought.  Information is presented in requested format. Poster demonstrates exemplary application. Pater is well written with no errors noted. A very creative presentation has been demonstrated.	Logical, well developed conceptual thoughts are evident on this poster. Information is presented in requested format.  Poster is well written with no errors noted. Poster includes a well -developed creative approach is evident and is visually appealing.	Sequence / organisation of material developing well. Information has been presented using the required format.  Information demonstrates understanding of application. Poster is well written but does have minor errors noted. Creativity is developing, but could be applied more.	Sequence / organisation generally satisfactory but at a basic level. Information has been included in the requested format. There is only marginal understanding of application of information. Attempts to write well in this poster are evident however could be improved with more focus on spelling, grammar, sentence construction. Minor errors are noted. Some attempts at creativity are evident.	Ideas and concepts are not developed in a logical way. Has not used an appropriate template or format.  Errors in grammar, spelling and sentence construction are identified on this poster which inhibit the flow and understanding of content.  Required subject headings not followed or included. No evidence of creativity.



<p><u>Presentation of content</u></p> <p><i>Development of topic and related nursing intervention is well developed</i></p> <p><i>Analysis of literature uses 16 resources from group members.</i></p> <p>(40%)</p>	<p>Excellent, in depth understanding of the topic and intervention shown. Complex links and connections between ideas are explained. Information was relevant and well expressed in own words.</p> <p>Understanding of content is well-developed with high level of detail evident. The presentation of content, structure and delivery were clearly tailored to the audience with the intention of informing knowledge and application to nursing practice.</p>	<p>Well-developed understanding of topic and intervention shown. Complex links and connections between ideas are evident developing well. Information is relevant and expressed in own words. Understanding of content is developed at an advanced level. The presentation content and structure is logical and well organized. The presentation of content is tailored to the audience with the intention of informing. knowledge and application to nursing practice.</p>	<p>Good understanding of topic and intervention shown. Links and connections between ideas made. But could be more clearly described Information was relevant and expressed in own words. Presentation of content was developed with sufficient and appropriate detail. Attempts were made to tailor the presentation content to the intended purpose of informing and/or persuading to application.</p>	<p>Satisfactory understanding of topic shown. Links and connections between ideas were made but could be improved with better understanding of the evidence sourced. Information was disjointed and points were developed with minimal detail. Information presented is at a basic level.</p>	<p>No evidence of understanding of topic shown. Links and connections between ideas were not made. Descriptive only, no analysis of topic evidenced.</p>
	<p><b>HIGH DISTINCTION</b></p> <p><b>(Excellent, high standard)</b></p>	<p><b>DISTINCTION</b></p> <p><b>(Very good, well developed)</b></p>	<p><b>CREDIT</b></p> <p><b>(Good, developing well)</b></p>	<p><b>PASS</b></p> <p><b>(Satisfactory, but requires some improvement)</b></p>	<p><b>FAIL</b></p> <p><b>(Needs significant improvement)</b></p>
<p><u>Concluding summary is included and central to the recommendations</u></p> <p><i>Clear and concise conclusion of recommended evidence based practice for selected intervention.</i></p> <p>(20%)</p>	<p>The conclusion is well designed and written. Ideas and issues are highlighted and summed up in a succinct and meaningful way, providing a rationale for the poster presentation.</p>	<p>The conclusion is clear and concise. Main ideas are mostly highlighted and summed up in the poster presentation.</p>	<p>The conclusion is present and developing well. Provides more of a summary of the facts presented throughout poster presentation, than a meaningful conclusion</p>	<p>The conclusion is present but does not present findings from the poster. Conclusion could be improved by giving a more concise summing up of ideas and issues presented in the poster</p>	<p>No conclusion has been included in this poster presentation.</p>
<p><b>Comments</b></p>					

## NURS3300 - Co-construction notes (During)

Avondale College of Higher Education  
Discipline of Nursing Assignment Marking Guide (2016)  
NURS34400 Nursing Practice 6

well = good/satisfactory.

**Part A: Evidence Based Practice in Critical Care**

Name of Student/ID: \_\_\_\_\_

Grade: \_\_\_\_\_

Marker's Signature: \_\_\_\_\_

	HIGH DISTINCTION (Excellent, high standard)	DISTINCTION (Very good, well developed)	CREDIT (Good, developing well)	PASS (Satisfactory, but requires some improvement)	FAIL (Needs significant improvement)
<i>Appointment for discussion pre submission with lecturer related to selecting appropriate research question within group. (5%)</i>	Made and attended scheduled appointment with rest of group Evidence of extensive, insightful preparation of subject topic for appointment	Made and attended scheduled appointment with rest of group Evidence of in depth and thoughtful preparation of subject topic at appointment	Made and attended scheduled appointment with rest of group Evidence of appropriate preparation of subject topic at appointment.	Made and attended scheduled appointment with rest of group Evidence of limited preparation of subject topic at appointment.	Failure to make or attend scheduled appointment with rest of group Evidence of no / inadequate preparation of subject topic at appointment.
<i>Literacy standard (use of language and writing style) Word length appropriate (1000 words). (15%)</i>	Literary standard is at an excellent standard. Outstanding writing style. Sophisticated and scholarly use of language. <u>Word limit maintained</u> well with appropriate choice of information included. <i>no errors</i>	Well-developed writing style. Language is consistent, well developed. Clarity of thought evident. <u>Word limit maintained</u> well with appropriate choice of information included. <i>minor errors</i>	Good writing style and effective expression of ideas. Appropriate use of terminology. Literary standard is consistently appropriate with only minor errors. Word limit maintained.	Adequate writing style. Literary standard is acceptable but requires improvement. Limited vocabulary. <u>Word limit maintained</u> but could be more succinct or more appropriate in choice of information included.	Poor writing style with errors in expression. Poor clarity of meaning which impedes academic understanding. <u>Word limit not maintained.</u>
<i>Evidence of location and selection of 4 appropriate evidence – based resources (with a minimum of 2 primary research articles); resources within last 10 years; without overlap of other group members resources and correct referencing as per APA guidelines. (15%)</i>	Expert selection of primary/secondary research based literature, completely suited to addressing the research question. Referencing standard is of high standard with no errors identified.	Well selected and appropriate resources addressing research question. Good evidence of understanding the selected topic by credible, recent evidence based literature. Referencing standard is consistent with faculty guidelines. Minor typographical or formatting errors in referencing.	Good selection of resources appropriate to research question being answered. Evidence of understanding of topic substantiated by current academic literature. Referencing standard is consistent with faculty guidelines. Minor typographical or formatting errors in referencing.	Adequate interpretation of the question. Identification of primary resources, but could be more accurate or on topic. Evidence of reasonable understanding of current literature related to the topic. Referencing standard is APA format, acceptable but has errors in citations, possibly due to endnote misuse.	Misinterpretation of the assignment question. Little or no understanding of the topic. Failure to identify 2 primary resources. Major components in gathering research evidence for evidence-based practice intervention related to critical care area not shown or are vague. Failure to adhere to APA style and format.
<i>Summarises the article and presents findings of the paper accurately. (25%)</i>	Clear, accurate summary of the paper and the findings within the original article.	Good summary of the paper and findings presented within the original article.	Adequate summary of the paper and findings presented within the original article.	Adequate understanding of the type of literature presented and/or minor errors in the accurate description of the contents of the paper/s presented	Has misunderstood the type of literature presented and/or has not accurately presented the evidence as summarised in the chosen paper.
<i>Demonstration and application of knowledge of the principles of evidence-based practice to the given intervention. Sophistication of thought: Consideration, analysis and evaluation of the topic and issues related to incorporation of evidence to nursing practice. (40%)</i>	Interpretation and analysis of the selected literature is excellent, with evidence of advanced critical analysis and application. The discussion provides a noteworthy and structured critical examination of the topic. Demonstrates clear and unambiguous understanding. Expert use of relevant up-to-date academic and peer reviewed literature.	Interpretation and analysis of the selected literature is well done. There is clear and consistent evidence of good critical analysis. The discussion is of high quality incorporating ideas, supporting soundly demonstrated ideas. Responses show consistent consideration, understanding and analytical thinking.	Responses show developing understanding and consideration of selected literature but analysis of the research related to the topic needs further work. Effective use of up-to-date, relevant literature to support a reasonable discussion and argument. Demonstrated understanding of the topic from a limited focus.	The description of selected literature is satisfactory but the response demonstrates minimal understanding and analysis of the topic. Surface level. Critical analysis could be improved by relating ideas, and how they connect with each other as well as focusing more on the question and by the use of additional related information / research to support ideas.	Failure to provide relevant supporting discussion or argument related to this topic. Poor interpretation of academic literature to address research question. Little or no evidence of critical examination of the topic and literature. Inadequate demonstration of knowledge of essential components and associated issues.
<i>Use of correct headings Marks Deducted</i>	All headings are present and appropriate	All headings are present and appropriate	All headings are present and appropriate	Some headings are missing or are inappropriate in work that has been presented (-2.5 marks)	Inappropriate headings or no headings used to structure and format work (-5 marks)

## Appendix L: Effective Rubric Characteristic Inventory (ERCI)

CATEGORISED, BUT NOT RANKED	
Category	Effective rubric characteristic
Purpose of rubrics	<ul style="list-style-type: none"> <li>• Rubrics are useful as instructional tools for providing assessment guidelines to students.</li> <li>• Rubrics help in providing quality feedback to students.</li> <li>• Rubrics are a time-efficient way for teachers to provide feedback to students.</li> <li>• An effective rubric reduces marker bias.</li> <li>• Rubrics provide students with indicators for success and descriptions of these indicators.</li> <li>• Rubrics provide teachers with indicators for success and descriptions of these indicators.</li> <li>• Rubrics help focus student effort.</li> <li>• Rubrics are useful as assessment tools (e.g. for grading).</li> <li>• Rubrics are useful as instructional tools (e.g. for teaching and learning).</li> <li>• Rubrics help teachers communicate intended learning outcomes.</li> <li>• Rubrics help students to plan their approach to an assignment.</li> <li>• Rubrics promote consistent marking of student assessments.</li> <li>• Students' use of rubrics improves the standard of their work.</li> <li>• The use of rubrics reduces marking subjectivity.</li> <li>• The purpose of a rubric is better understood if it is co-constructed by teachers and students.</li> </ul>
Marking criteria	<ul style="list-style-type: none"> <li>• Rubric marking criteria should align with the learning outcomes of an assessment.</li> </ul>
Performance descriptors	<ul style="list-style-type: none"> <li>• Performance descriptors should be informative of what is good and bad work.</li> <li>• Performance descriptors should be worded concisely.</li> <li>• Performance descriptors should reflect clear gradations of quality.</li> </ul>
Feedback narrative	<ul style="list-style-type: none"> <li>• Students benefit from feedback comments at the end of a rubric.</li> </ul>
PTO	

CATEGORISED, BUT NOT RANKED	
Category	Effective rubric characteristic

CATEGORISED, BUT NOT RANKED	
Category	Effective rubric characteristic

CATEGORISED, BUT NOT RANKED	
Category	Effective rubric characteristic
Rubric development	<ul style="list-style-type: none"> <li>• The effectiveness of a rubric should be tested against benchmarked performance standards.</li> <li>• Rubrics should be created not based on personal demands but rather on discipline standards.</li> <li>• Rubric creators should be sensitive to the use of academic discourse (e.g. terminology or jargon).</li> <li>• Rubric creators should avoid vague and ambiguous language.</li> <li>• Peer-marking should occur among teachers to assess the effectiveness of a rubric.</li> <li>• The co-construction of a rubric provides learning opportunities for students.</li> <li>• Co-creating a rubric allows teachers and students to have a shared understanding of the expectations of an assessment.</li> <li>• The wording of a rubric is more clearly understood by students when they are a part of constructing the rubric.</li> </ul>
Rubric application	<ul style="list-style-type: none"> <li>• A rubric should be provided to students prior to them starting an assessment.</li> <li>• An effective rubric provides students with the opportunity to self-evaluate their own work before submission.</li> <li>• The purpose of a rubric should be explained to students.</li> <li>• Teachers should receive instruction in how to use the rubric prior to marking.</li> <li>• Students should receive instruction in how to use the rubric prior to submission.</li> <li>• Examples of exemplar work should be provided to students to illustrate work of high quality.</li> <li>• Rubrics do not replace good instruction.</li> <li>• Students should be provided with opportunities to practice their use of the rubric (e.g., provision of work of different standards to mark).</li> <li>• Students should be encouraged to read the rubric after a grade is provided.</li> </ul>

**SOURCE:** Williams, A., Northcote, M., Morton, J. K., & Seddon, J. (2017, June 27-30). *Towards engaging students in curriculum transformation: What are the effective characteristics of rubrics?* Paper presented at the HERDSA Curriculum Transformation Conference, Sydney, Australia

