Guide to Developing Rubrics for Assessments

BY THE WORKING GROUP ON SUBJECT QUALITY ASSURANCE

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1. Introduction

Since 2005, PolyU has adopted a criterion-referenced approach to assessment (CRA) in which students are graded according to pre-determined criteria and standards. The University's approach to CRA requires assessment based on the achievement of the subject intended learning outcomes (SILOs), as set out in the subject description form. A student's overall performance in a subject shall be awarded on a criterion-referenced basis and graded with reference to the Institutional Level Subject Grading Descriptors (as set out in the Handbook on Academic Regulations and Rules for Taught Programmes, Section C3, 7.1).

To ensure that the principles of CRA are consistently implemented with adequate rigour and uphold subject quality assurance, the Learning and Teaching Committee (LTC) introduced a policy which made the adoption of rubrics compulsory for major assessment tasks at the subject level. This guide aims to provide academic and teaching staff a one-stop shop for key information of the policy, the use of rubrics in higher education, different types and examples of rubrics and etc.

2. Policy on the use of rubrics

The followings were abstracted from the rubrics policy issued by LTC in 2016:

Rubrics must be specified for all 'major' assessment items at the subject level, made available to students before the assessment, and used for grading the assessment. Departments have the flexibility to determine what is 'major'. As a rule of thumb:

- *For subjects without examinations, rubrics should be required for single assessment items with a weighting of 30% or above of the subject's overall assessment.*
- *For subjects with examinations, rubrics should be required for single assessment items with a weighting of 20% or above of the subject's overall assessment.*

There is no fixed format for rubrics. Any format (e.g., analytic, holistic) is acceptable as long as it clearly defines the main grades (A, B, C, D, Fail) in a way that is understandable to students and is adhered to by teachers in grading.

To ensure that the rubrics reflect a suitable level of academic standards, samples of the rubrics should be periodically reviewed by Departmental Academic Advisors, External Examiners and/or Overseas Academic Advisors, as part of the review process during Departmental Review and other periodic visits by these individuals where appropriate. This being a measure of external benchmarking is not a substitute for internal moderation of assessment processes and results by relevant departmental committees/panels/boards.

3. Use of rubrics in higher education

Rubric is a scoring tool or guide which specifies a coherent set of important criteria for evaluating student work and includes descriptions of different levels of performance, or mastery, for each of the criteria. Rubrics are commonly used in the CRA approach to assessment because they allow the performance criteria and standards made to be presented explicitly to all stakeholders. The use of rubrics also helps to promote students' assessment literacy by enabling them to efficiently understand and get a grasp on the performance expectations by assessors or professionals in their field. In other words, rubrics scaffold a framework to assist students in identifying and taking responsibility for their role in assessment and identify right focuses to improve their performance.

Rubrics are also important for ensuring grading consistency and acting as a tool for internal moderation of student assessment results. Appropriate use of rubrics may well reduce any disagreement or ambiguity by supporting transparency on the performance required for the assessed criteria in an assessment. Presenting the assessment criteria to students in advanced and ensuring that all assessors shared a common understanding of the criteria and standards before assessing students' work are main elements of the CRA approach to assessment.

From the international perspective, rubrics serve as a vital tool for external moderation (benchmarking against academic standards outside from department). It is increasingly common for professional accreditation bodies or external academic advisors to review rubrics at subject level as a form of subject quality assurance and grading integrity.

The benefits of adopting rubrics includes, but is not limited to, the followings:

  i.   Provide consistent and uniform standards for judging student works (especially when there are more than one assessor)
 ii.   Make marking quick and efficient
iii.   Help measure higher-order skills or evaluate complex tasks by differentiating the gradations of quality
 iv.   Help teachers to clarify the intended learning outcomes (ILOs) and to appropriate the instructional design
  v.   Enable clear and consistent communication of the ILOs to students
 vi.   Allow teachers to give students specific feedback with well-defined criteria and standards
vii.   Enhance students' capability in self-learning when used in peer and self-assessment
viii.   Reduce arguments with students who have come to expect how their work will be evaluated

In addition, the alignment of rubrics with an external standard such as an institutional level subject grading descriptor will enhance and assure the consistency of marking standards across items within a subject and across subjects within a program.

4. Basic elements of a rubric

There are various types of rubrics, but a rubric typically consists of four basic elements (Hawaii, 2012):

i. Task description

The task description generally describes the assignment / coursework designed to assess the performance of students in achieving the subject intended learning outcome.

ii. Criteria / dimensions assessed (rows)

The rows in a rubric list the criteria or aspects of quality used to evaluate students' performance in the task. These criteria basically indicate the skills, performance or knowledge required to be demonstrated by students. Scores/ grades and feedback will be given according to students' performance on these criteria. It is advisable not overcomplicate a rubric by limiting to 4-5 criteria.

iii. Level of performance / mastery (columns)

The columns in a rubric list the levels of performance for each criterion important for students to be able to achieve the intended learning outcomes. Grading labels (short descriptions) will usually be used adopted to describe the level of performance. Assessors shall refer to the grading labels as listed in Institutional Level Subject Grading Descriptors (as set out in the Handbook on Academic Regulations and Rules for Taught Programmes, Section C3, 7.1) to ensure consistency with PolyU's grading system. Points may also be assigned next to each grading label to indicate the score obtainable for performing at that level.

iv. Grade descriptors (cells)

The cells in a rubric provide the descriptions and key features of work for different levels of performance of each criterion. The descriptions shall be clear enough for readers to differentiate the difference in quality between the different levels of performance.
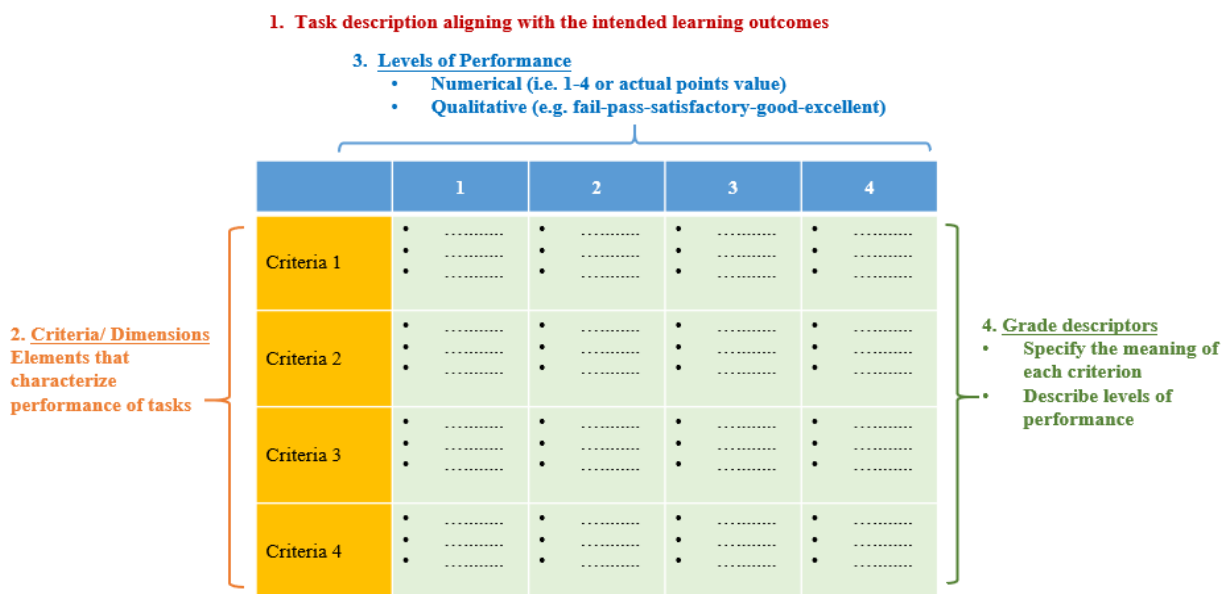

Figure 1: Example on the composition of a typical rubric

5.   Types of Rubrics

5.1   Holistic marking rubrics

A holistic rubric presents a description for each level of performance and provides a single score according to the overall quality, proficiency, or understanding of the specific content, skills or task.

The levels of performance are usually listed in the first column and the description for each level of performance for all criteria are listed in the second column.

Task : Write a research report	
Level / Points (or any other scales)	**Description**
Proficient / 3 point	Project had a hypothesis, procedure, collected data, and analyzed results. Project is thorough and finding(s) are in agreement with data collected. May have minor inaccuracies that do not affect quality of project.
Adequate / 2 point	Project may have a hypothesis, procedure, collected data, and analyzed results. Project not as thorough as it could be; there are a few overlooked areas. Has a few inaccuracies that affect quality of project.
Limited / 1 point	Project may have a hypothesis, procedure, collected data, and analyzed results. Has several inaccuracies that affect quality of project.

Figure 2: Example on the compositions of a holistic rubric

*The example above has been simplified for illustrative purposes. The more realistic examples are shown in the Appendix 2.

➢   **Benefits & Drawbacks**
- Benefits
   - i.   Written more generically and can be applicable for many tasks
   - ii.   Impressionistic/quick scoring providing an overview of student performance
   - iii.   Efficient for grading large group

- Drawbacks
   - i.   Information are more general and less concise for detailed grading if students work is at varying levels spanning the criteria
   - ii.   Not diagnostic of students' strengths and weaknesses
   - iii.   Criteria within the rubric cannot be weighted

➢   **When to use**
- For summative type of assessment or brief homework assignment involving a single or a few performance criteria
- For assessment when errors in some part of process can be tolerated provided that the overall quality is high; and when feedback to be provided is general in nature
- For assessment tasks asking for open ended or qualitative responses such as essays, research reports, oral presentations, capstone reports, etc.

5.2 Analytic marking rubrics

An analytic rubric presents a description for each level of performance of each criterion and provides a score for each respective criterion.

The assessment criteria are usually listed in the first column and the descriptions for different levels of performance are listed across the rows for each criterion.

Task: Writing an essay				
Criteria / Grade	**Excellent**	**Good**	**Pass**	**Fail**
Content	Idea is clearly stated in opening paragraph; appropriate, concrete details support the central idea and show originality and focus.	Central idea is vague; somewhat sketchy and non-supportive to the topic; lack of focus.	Unable to find specific supporting details; more than 4 errors in information.	No central idea or supporting details.
Organization	Logically organized and well-structured displaying a beginning, a body and a conclusion. Critical thinking skills are evident.	Somewhat digresses from the central idea; ideas do not logically follow each other.	Central point and flow of essay is lost; lacks of organization and continuity,	Ideas were unorganized and vague; no particular flow was followed.
Research	Cited research information; introduced personal ideals to enhance essay cohesiveness	Some research topic was done but was inconclusive to support topic; cited information was vague.	Did little or no gathering of information on the topic; did not cite information.	No research of the topic was done.
Mechanics	No errors in word selection and use, sentence structure, spelling and punctuation.	Relatively free of errors in word selection and use, sentence structure, spelling and punctuation. (1-2 errors)	Has several errors in word selection and use, sentence structure, spelling and punctuation. (3-4 errors)	Has serious and persistent errors in word selection and use, sentence structure, spelling and punctuation.

Figure 3: Example on the compositions of an analytic rubric

*The example above has been simplified for illustrative purposes. The more realistic examples are shown in the Appendix 2.

➢ **Benefits & Drawbacks**
- Benefits
  - i. Provide detailed feedback across multiple criteria
  - ii. Scoring of the criteria can be weighted to reflect relative importance
  - iii. Able to focus on students' strengths and weaknesses in performing the task
  - iv. Achieve higher consistency in grading across students and assessors

- Drawbacks
  - i. More time consuming to develop and adopt
  - ii. Unless each level of performance is well-defined, assessors may not arrive at the same score.

➢ **When to use**
- For formative type of assessment which aims to provide detailed feedback for students' improvements
- For assessments which test complicated or a number of attributes
- For assessment tasks asking for open ended or qualitative responses, such as essays, research reports, oral presentations, capstone reports, etc.

5.3 Item structure marking rubric

An item structure rubric presents a description for each level of performance in questions or problems structured into different parts of increasing complexity.

Similar to holistic rubric, the levels of performance are usually listed in the first column and their respective descriptions in the second column. Each part of a structured question will be mapped to different levels of performance and maximum marks will be allocated to each part of the question. The final mark would be the total of the marks obtained for each part of the question.

Task: Solving a Mathematical Problem			
Grade	Descriptor	Problem Part	Marks Allocated
A (Excellent)	Able to interpret and identify the underlying logic of the problem, solve the various elements of the problem, bring various elements together to form a coherent solution to the problem, and to express that solution logically and comprehensively	1(c)	8
B (Good)	Able to identify all appropriate expression for the solution of the problem and be able to apply all to solve each element of a problem	1(b)	6
C (Satisfactory)	Able to identify all or most appropriate expressions for the solution of the problem, but unable to apply all to solve each element	1(b)	
D (Pass)	Able to solve a simple problem involving one aspect of a problem only	1(a)	6
F (Fail)	Unable to solve simple problems	-	-

Figure 4: Example of the composition of an item structure rubric

*The example above has been simplified for illustrative purposes. The more realistic examples are shown in the Appendix 2.

➢ **Benefits & Drawbacks**
  • Benefits
    i. Able to assess the quality of quantitative responses by factoring in the levels of difficulty structured in the problem to solve
    ii. Achieve higher consistency in grading across students and assessors

  • Drawbacks
    i. More time consuming to develop a reliable and valid set of structured problems
    ii. Score-grade conversion involved can be complicated
    iii. Reliability might be affected with some outliers being able to answer sophisticated questions but not the simple questions and vice versa.

➢ **When to use**
  • Appropriate for mathematically based assessment tasks or other tasks that collect quantitative responses (such as multiple choice questions

> - **When to use**
>   - Appropriate to assessment items composed of parts of increasing complexity such as more quantitative items, with each part aligned with the marking rubric descriptor – quantitative responses

6.0 Guidelines for developing rubrics

The process of developing rubrics might be exhaustive for the first time. The following section provides step-to-step guidelines for developing a rubric.

Step 1 - Identify the purpose and aims of assessing students

Determine if the assessment is for certification, prerequisite of another subject or an assessment contributing to the students' graduation award classification.

Step 2 - Identify what to assess

- Review subject description form to identify the subject intended learning outcomes for assessment.
- Align the assessment tasks with the intended learning outcomes and learning activities.

Step 3 - Select an appropriate type of rubric

- Determine whether a holistic, analytic or item structure rubric is more appropriate. The choice will depend on the assessment type adopted (formative, summative or mathematically based).

Step 4 - Identify the performance criteria for assessing student work

- List down criteria to be assessed in the task. For example, criteria such as introduction, content, presentation, organization and time-management maybe set for a presentation rubric. A sample of common criteria for different assessments has been attached as Appendix 1 for reference.

Step 5 - Identify the levels of performance

- Appropriate levels of performance have to be identified and adopted to allow assessors to grade and students to identify their level of performance.
- Rubrics developed should adopt the similar grading levels as presented in the Institutions Subject Level Grading Descriptors (ISLGD) (as set out in the Handbook on Academic Regulations and Rules for Taught Programmes, Section C3, 7.1).

Step 6 - Describe each level of performance (grading descriptors)

- Write the grading descriptors for each level of performance with the variance between each level being as equal as possible. To begin with, the descriptors of the highest and lowest levels shall be drafted first. Subsequently, fill in the descriptors for the levels in between.
- Each descriptor and each level of performance shall be mutually exclusive.
- The descriptors would best be focusing on the quality and quantity expected from the student rather than on the absence of them.
- Retain the aspects in the descriptors similar for all levels of performance. For instance, if your descriptors for the intermediate level of performance focus on aspects such as quantity, clarity and details, it would be best to also include them in the descriptors of other levels of performance.
- Adopting objective descriptors, instead of subjective ones, to make it easier for readers to understand. For instance, describing "The analysis contains no errors" is more explicit than "The analysis is good". The description "no errors" is quantifiable while "good" relies more on the assessor's judgement.

Step 7 - Pilot the rubrics

- Conducting a trial test or "calibration" process on several samples of work with several assessors using the developed rubric to ensure the inter-rater reliability of the rubrics and consistency of grading. Fine-tuning of the rubric may be required if the grades resulting from the trial deviates extensively. The outcome of the calibration process ensures that all assessors interpret the rubric in the same way and increases the reliability and consistency of the rubric. Eventually, grade inflation or deflation in an assessment may be circumvented extensively.
- Assessors should collect samples of students' work for each level of performance which shall serve as benchmarks for students and assessors, and as an evidence for any quality assurance audit.

Step 8 - Periodical review / revisions to rubrics as necessary

- As stated in the University's rubrics policy, to ensure that the rubrics reflect a suitable level of academic standards, samples marked with the rubrics should be periodically reviewed by Departmental Academic Advisors, External Examiners and/or Overseas Academic Advisors, as part of the review process during Departmental Review and other periodic visits by these individuals where appropriate. This being a measure of external benchmarking is not a substitute for internal moderation of assessment processes and results by relevant departmental committees/panels/boards.

Optional - Developing rubrics with students

- Developing rubrics with students would help students to better understand the content and purpose of rubrics. Communicating the criteria and standards well ahead may assist students in preparing for assessments and greatly reduce future disputes on grades.

7.0 Suggestions for Implementation of Rubrics

Programs and/or Departments may wish to develop generic rubrics for common assessment items which can be adapted for use in particular circumstances. If the generic items are aligned with the Institutional Level Subject Grading Descriptors, then consistency of standards across assessment items and subjects within the program can be enhanced. Students will experience a more coherent set of standards. Staff will experience a more efficient process of developing their marking rubrics.

8.0 Rubric examples

A collation of rubric examples collected from a variety of publicly available sources is provided at Appendix 2 to illustrate how different criteria and their respective levels of performance can be described for some common assessment tasks. While these examples are not meant to be perfect, they are generic in nature and may constitute a good reference for similar assessment tasks within a discipline or across. Yet, assessors shall ensure the rubric is sufficient in presenting the criteria and standards for assessing the mastery of the subject matter.

It is reminded that all rubrics shall be aligned with the Institutions Subject Level Grading Descriptors (ISLGD) as set out in the Handbook on Academic Regulations and Rules for Taught Programmes, Section C3, 7.1. The alignment with the ISLGD shall be focused on the standards of different levels of performance while the aspects within the descriptors maybe unique to particular subject matter or field of study requirement. The purpose of such alignment is to achieve quality assurance by ensuring consistency of standards across assessment items and subjects within and across programme.

9.0   Additional Sources and References

The Hong Kong Polytechnic University (2005). Guidelines for implementation of criterion-referenced assessment. Retrieved (n.d.) from https://www2.polyu.edu.hk/edc/staff/CRAguidelines.pdf

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Kuo, S. (2007). Which rubric is more suitable for NSS liberal studies? Analytic or holistic? Educational Research Journal, 22(2), 179-199.

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Sample Criteria for Developing Rubrics

Included below are sample criteria for you to consider as you develop a grading rubric. As you develop your rubric, consider the essential knowledge and skills required for the assignment/assessment for which you are developing the rubric and develop and define the criteria accordingly. Then consider how you will weight these criteria relative to each other.

Papers

- clarity, organization, grammar
- context of & purpose for writing, content development, genre & disciplinary conventions, sources & evidence, control of syntax & mechanics
- communication, critical thinking, content
- thesis, structure, use of evidence, analysis, logic and argumentation, mechanics

Presentations (individual)

- content, organization, graphics, English, elocution, eye contact
- introduction, organization, context, evidence, analysis, presentation
- organization, language, delivery, supporting material, central message
- organization, subject knowledge, graphics, mechanics, eye contact, elocution

Presentation (group)

- individual presentation skills, group presentation skills, group organization, individual organization, individual content

Debate

- respect for other team, information, rebuttal, use of facts/statistics, organization, understanding of topic, presentation style

Class Discussion

- preparation, content, discussion/debate methods, discussion questions, communication skills

Problem Solving

- define problem, identify strategies, propose solutions/hypotheses, evaluate potential solutions, implement solution, evaluate outcomes
- statement of problem, correctness of proof
- understanding; strategies, reasoning, procedures; communication
- analysis, interpretation, application

Lab Reports

- organization, content, analysis, interpretation
- abstract/summary; introduction; experimental procedure; results (data, figures, graphs, tables, etc.); discussion; conclusions; spelling, grammar & sentence structure; appearance & formatting
- introduction, research, purpose/problem, procedure, data & results, conclusion, grammar & spelling, attractiveness, timeliness

Rubrics Examples

There is a range of structures for marking rubrics. The following assessment rubrics are real examples. They are not perfect but real examples of assessment rubrics for your reference only.

Example 1: Report Writing

Example 2: Essay Writing

Example 3: Problem Questions / Multiple Choice Questions

Example 4: Oral Presentation

Example 5: Poster Presentation

Example 6: Practical Test

Example 7: Class Participation

Example 8: Capstone Project / Dissertation

More rubric examples are publicly available for reference at the university websites listed below.

We would like to express our sincere gratitude and appreciation to these institutions for kindly sharing their resources on the web.

	University	**Link**
1.	The Hong Kong Polytechnic University	https://www.polyu.edu.hk/wgsqa/assessment-rubrics/rubrics-examples
2.	University of Hawaii	http://www.manoa.hawaii.edu/assessment/resources/rubricbank.htm
3.	Hong Kong Baptist University	http://chtl.hkbu.edu.hk/main/resources/rubrics/
4.	Charles Sturt University	http://www.csu.edu.au/division/learning-and-teaching/home/assessment-and-moderation/assessment-resources-and-information/example-rubrics
5.	University of West Florida	https://uwf.edu/offices/cutla/supporting-pages/examples-of-rubrics/
6.	University of Southern Maine	https://usm.maine.edu/assessment/rubric-examples

Example 1

Assessment Task   : Physics Research Report

Performance / Grade	Criteria
Excellent (A+ to A-)	Demonstrate thorough mastery at an advanced level of extensive knowledge and skills required for attaining all the course learning outcomes. Show strong analytical and critical abilities and logical thinking, with evidence of original thought, and ability to apply knowledge to a wide range of complex, familiar and unfamiliar situations. Apply highly effective organizational and presentational skills. Apply highly effective lab skills and techniques. Critical use of data and results to draw appropriate and insightful conclusions.
Good (B+ to B-)	Demonstrate substantial command of a broad range of knowledge and skills required for attaining at least most of the course learning outcomes. Show evidence of analytical and critical abilities and logical thinking, and ability to apply knowledge to familiar and some unfamiliar situations. Apply effective organizational and presentational skills. Apply effective lab skills and techniques. Correct use of data of results to draw appropriate conclusions.
Satisfactory (C+ to D)	Demonstrate general but incomplete to partial but limited command of knowledge and skills required for attaining most to some of the course learning outcomes. Show evidence of some analytical and critical abilities and logical thinking to some coherent and logical thinking. Organization and presentational skills are minimally effective or ineffective. Apply minimally effective or ineffective lab skills and techniques. Misuse of data and results and/or unable to draw appropriate conclusions, but with limited analytical and critical abilities. Show ability to apply knowledge to most familiar situation to limited ability to apply knowledge to solve problems. Apply moderately effective to limited or barely effective organizational and presentational skills. Apply moderately effective to partially effective lab skills and techniques. Mostly correct but some erroneous use of data and results to limited ability to use data and results to draw appropriate conclusions.
Unsatisfactory (F)	Demonstrate little or no evidence of command of knowledge and skills required for attaining the course learning outcomes. Lack of analytical and critical abilities, logical and coherent thinking. Show very little or no ability to apply knowledge to solve problems. Organization and presentational skills are minimally effective or ineffective. Apply minimally effective or ineffective lab skills and techniques. Misuse of data and results and/or unable to draw appropriate conclusions.

Example 2

Assessment Task : Humanities Essay

Performance / Grade	Criteria
(A)	Demonstrate evidence of original thought, strong analytical and critical abilities as well as a thorough grasp of the topic from background reading and analysis; should demonstrate excellent organizational, rhetorical and presentational skills.
(B)	Demonstrate evidence of critical and analytical thinking but not necessarily original in their thinking; show adequate grasp of the topic from background reading and analysis; should demonstrate strong organizational, rhetorical and presentational skills.
(C)	Demonstrate evidence of a reasonable grasp of their subject but most of their information is derivative, with rather little evidence of critical thinking; should demonstrate fair organizational, rhetorical and presentational skills.
(D)	Demonstrate evidence of being able to assemble the bare minimum of information, poorly digested and not very well organized in presentation. There is no evidence of critical thinking.
(F)	Demonstrate evidence of poor knowledge and understanding of the subject, a lack of coherence and organization, and answers are largely irrelevant. Work fails to reach degree level.

Example 3

Assessment Task : **Problem Question / Multiple Choice Questions (MCQs)**

Sample Question:

Question Difficulty

1. (a) Find the equation of the tangent plane to the surface $xy + yz + zx = 5$ at the point (1,2,1).   *Grade / level D*

[6 marks]

(b) Consider the function $f(x,y,z) = 4x - y^2 e^{3xz}$
  (i) In which direction does f have its maximum rate of change at the point (3,-1,0)? What is   *Grade / level D*
  the maximum rate of change in this direction?
  (ii) Find the direction derivative of f at the point (3,-1,0) in the direction $\vec{v} = (-1,4,2)$.   *Grade / level C*

[6 marks]

(c) (i) The equation $x^3 + 2^x 2yz + \sin z - 1 = 0$ defines z implicitly as a function of x and y, i.e.,   *Grade / level C or B*
  $z = z(x,y)$. Find $\frac{\delta z}{\delta x}$ and $\frac{\delta z}{\delta y}$.
  (ii) Consider now the function $z = z(x,y)$ in part (i) above, and assume in addition that the   *Grade / level A*
  variables x and y are functions of two other variables u and v:

$$x = \frac{u^2 - v^2}{2}, \quad y = uv$$

Find $\frac{\delta z}{\delta u}$.

[8 marks]

*The same concept is adopted for MCQs where questions of different levels of difficulties (Level A to D) are set.

Marking Rubric

Grade	Descriptor	Problem Part	Marks allocated	Marks obtained
A	Able to interpret and identify the underlying logic of the problem, solve the various elements of the problem, bring the various elements together to form a coherent solution to the problem, and to express that solution logically and comprehensively	1(c)	8	
B	Able to identify all appropriate expression for the solution of the problem and be able to apply all to solve each element of a problem	1(b)	6	
C	Able to identify all or most appropriate expressions for the solution of the problem, but unable to apply all to solve each element	1(b)		
D	Able to solve a simple problem involving one aspect of a problem only	1(a)	6	
F	Unable to solve simple problems			
		Total	20	

Grade equivalents

Total marks assigned	Grade Equivalent
0-9	F (Fail)
10-12	D (Pass)
13-15	C (Satisfactory)
16-18	B (Good)
19-20	A (Excellent)

Example 4

Acknowledgement:

This sample rubric has been adopted and modified from the information provided by the Department of Chinese Culture, PolyU.

Assessment Task : **Oral Presentation**

Grade	A	B	C	D	F
Content	The presentation communicates an argument that is clear and discernable. It provides accurate and complete explaination of key concepts and theories. All information included is consistently accurate.	The presentation contains an argument, but listeners must make a few mental leaps to put it together. Most explanation of key concepts and theories is accurate. Most information included is accurate.	The presentation attempts but fails to make an argument. Some explanation of key concepts and theories is inaccurate. Some information included is inconsistent or inaccurate.	The presentation shows very limited attempt to make an argument. The main point is unclear. Many of its explanation of the key concepts and theories is inaccurate. Many of the information included is inaccurate or inconsistent.	The presentation shows no attempt to make an argument. There is no main point but only inconsistent claims. It does not provide any explanation of the key concepts or theories. Most information included is inaccurate or inconsistent.
Organization	The presentation is well-structured by succinct introduction and conclusion. The transition between PowerPoint slides is exceptionally logical.	The presentation is structured by introduction and conclusion. The transition between PowerPoint slides is logical.	The presentation has a structure, but the introduction or conclusion is either too long or too short. The transition between PowerPoint slides is sometimes unlogical or strange	The structure of the presentation is apparently chaotic and confusing. The transition between PowerPoint slides is mostly unlogical and strange.	It is obvious that the presentation fails to build any kind of structure. The transition between PowerPoint is unlogical.
Delivery	The presentation is well-planned for the intellectual level and interest of intended audience, well-paced for	The presentation is well-planned for the intellectual level and interest of the intended audience,	The presentation attempts to engage the intended audience, but its content is too	The presentation shows very limited attempt to engage the audience. The content is obviously	The presentation does not show any attempt to engage the audience. The speaker reads the

Grade	A	B	C	D	F
	audience understanding. It is not a reading of a paper. The speaker is comfortable in front of the audience and can be clearly heard by all. Time management and teamwork is excellent.	but the pace is slightly too fast or too slow. The speaker occasionally read the notes. He/she sometimes seems slightly uncomfortable, and the audience occasionally has trouble hearing the speaker. Time management and teamwork is appropriate.	elementary or complicated. The pace is sometimes too fast or too slow. The speaker sometimes reads the notes and seems uncomfortable. The audience sometimes has trouble hearing the speaker. Time management and teamwork needs to be improved.	too elementary or complicated for the audience. The pace is either too fast or too slow. The speaker mostly reads the notes and seems very uncomfortable. The audience should be very attentive to hear the speaker. Time management and teamwork is bad.	notes all the time and has no eye contact with the audience. Audience could not follow the speaker. No time management or teamwork.
Responsiveness to the audience	The speaker consistently clarifies his/her main point, and responds to questions actively. His/her body language reflects comfort interacting with the audience.	The speaker clarifies his/her main point and responds to questions actively. But sometimes his response is slightly inconsistent. His/her body language reflects quite comfort interacting with the audience.	The speaker is generally responsive to audience questions, but misses some opportunities for interaction. His/her body language reflects some discomfort interacting with audience.	The speaker responds to audience questions sometimes inadequate. Body language sometimes reveals a reluctance to interact with audience.	The speaker does not responds to audience questions, or responds totally inadequately. Body language reveals a reluctance to interact with the audience.
Use of Communication Aid	Communication aid greatly enhances the presentation. The font on the visuals is readable. Information is well curtailed to maximize audience comprehension. Appropriate pictures or videos are excellently	Communication aid enhances the presentation. The font on the visuals is mostly readable. Information is curtailed but occasionally with unnecessary details.	Communication aid generally contributes to the quality of the presentation. But the font on the visuals is sometimes unreadable. Information is sometimes not	Communication aid is not well- prepared. Mostly font size is too small to read. Information is not properly curtailed which obviously confuses the audience. Pictures or	Communication aid is poorly prepared and does not enhance the presentation at all. The font size is too small to read. Too much or too less information is

Grade	A	B	C	D	F
	used to illustrate the speaker's main point.	Pictures or videos are used to illustrate the speaker's main point, but occasionally the relevance of is unclear.	properly curtailed which may confuse the audience. Pictures or videos are used to illustrate the speaker's main point, but sometimes the relevance is unclear.	videos are used but not relevant with the topic.	provided, which is not relevant with the topic at all. No pictures or videos are used, or if used they are not relevant with the topic.
Language	Sentences are complete and grammatical, flowing together easily. Words are well chosen and precisely express the intended meaning. The language enhances audience comprehension and enthusiasm for the topic.	Sentences are mostly complete and grammatical, flowing together quite easily. Words are mostly well chosen and precisely express the intended meaning. The language is free from jargon, and non-racist or sexist.	Sentences are sometimes incomplete or with grammatical errors, which distracts listener's understanding of the presentation. Vocabulary is limited or inappropriate sometimes. The language is mostly free from jargon, and non-racist or sexist.	Sentences are mostly incomplete or with many grammatical errors, making it very difficult for listeners to follow the speaker. Vocabulary is very limited or mostly inappropriate. There are many jargons and sometimes racist or sexist.	The presentation contains no complete or grammatically correct sentences, only fragmented phrases or words. Vocabulary is extremely limited or always inappropriate. The language is full of jargon, racist and sexist.

Example 5

Acknowledgement:

This sample rubric has been adopted and modified from the information provided by the Department of Rehabilitation Science, PolyU.

Assessment Task : **Poster Presentation**

Criteria	Excellent	Good	Satisfactory	Pass	Fail
Visual Presentation / style	Overall visually appealing, well organized; colors, font size and pattern enhance readability from a distance (2 – 3 meters) Visuals and graphics are engaging and enhance the text content Content is clearly organized and arranged so that the viewer can understand the poster without narration	Overall visually appealing; well organized; colors, font size and patterns support readability, but might not allow for easy reading from a distance Visuals and graphics enhance the text content but could be more engaging Content is arranged so that the viewer can understand the poster without narration	Visual presentation adequate; colors, font size and patterns detract from readability; readability of the poster is somewhat inconsistent or distracting Visuals and graphics support the text content Content arrangement is somewhat confusing and does not assist the viewer to understand the poster without narration	Not very visually appealing; cluttered; colors, font size and patterns hinder readability or distracting Visuals and graphics do not enhance the text content Content arrangement is somewhat confusing and does not adequately assist the viewer to understand the poster without narration	Unappealing visual representation; messy organization; colors, font size and patterns hinder readability or is completely inadequate Visuals and graphics do disturb reader and hinder understanding of the text content Content arrangement is confusing and hinders the viewer to understand the poster without narration
Critical Appraisal	Thoroughly but concisely present and critically assess the main points of introduction, hypothesis, methods, results and conclusion	Adequately present and critically asses the main points of introduction, hypothesis, methods, results and conclusion in a fairly well-organized manner	Present the main points of introduction, hypothesis, methods, results and conclusion but not assessed critically, with sufficient detail or	Does not sufficiently present the main points of introduction, hypothesis, methods, results and conclusion and is not well-organized	Does not present or critically assess the main points of introduction, hypothesis, methods, results and conclusion and is not well-organized

Criteria	Excellent	Good	Satisfactory	Pass	Fail
	in a well-organized manner Significance/contributions of study are clearly articulated	Significance/contributions of study are articulated	presentation is not as well-organized Significance/contributions of study are partially articulated	Significance/contributions of study are not sufficiently articulated	Significance/contributions of study are not articulated at all
Oral presentation skills	Presenter's response to questions demonstrate excellent knowledge of subject matter Responses to questions are engaging, thorough, and add greatly to the poster presentation	Presenter's response to questions demonstrate good knowledge of subject matter Responses to questions are adequate, and add to the poster presentation	Presenter's response to questions demonstrate some knowledge of subject matter Responses to questions are satisfactory, but does not complement the poster presentation	Presenter's response to questions demonstrate limited knowledge of subject matter Responses to questions are somewhat lacking	Presenter's response to questions demonstrate lack of knowledge Responses to questions are lacking

Example 6

Acknowledgement:

This sample rubric has been adopted and modified from the information provided by the Department of Rehabilitation Science, PolyU.

Assessment Task   : Practical Test

Example 7

Criteria	Excellent	Good	Satisfactory	Pass	Fail
Patient Handling (25%)	Student sets up surrounding environment safely and efficiently prior to performance of task. Student always practices in safe manner that minimizes risk to patient. Student always utilizes proper therapist body mechanics during session.	Student sets up surrounding environment safely prior to performance of task. Some minor errors in efficiency/organization with self-correction of errors before task begins. Student practices in safe manner that minimizes risk to patient most of the time Student utilizes proper therapist body mechanics very frequently during session	Set-up of environment has 2-3 minor errors in safety or 1 major error. Recognizes and corrects errors during or directly after task Student practices in safe manner that minimizes risk to the patient some of the time. Student sometimes utilizes proper therapist body mechanics during session	Set up of environment has more than 3 minor errors in safety or more than 1 major error. Recognizes and corrects less than 50% of errors during or directly after task. Student rarely practices in safe manner that minimizes risk to the patient Student rarely utilizes proper therapist body mechanics during session	Set up of environment has more than 3 minor errors in safety or more than 1 major error. Does not recognize or self-correct during task. Student does not practice in safe manner and demonstrates significant risk to patient. Student never utilizes proper therapist body mechanics during session
Professional Behavior (25%)	Always demonstrates professional demeanor when interacting with patient.	Demonstrates professional demeanor when interacting with patient most of the time.	Demonstrates professional demeanor when interacting with patient some of the time. Makes minor	Rarely demonstrates professional demeanor when interacting with patient. Makes frequent errors and does not self-	Unacceptable professional demeanor. Makes frequent major errors and does not self-correct.

Criteria	Excellent	Good	Satisfactory	Pass	Fail
	Always provides clear, precise, and timely directions and/or cues to patient. Always uses professional terminology appropriately	Provides clear, precise, and timely directions to patient most of the time. Uses professional terminology appropriately most of the time	errors that are self-corrected. Directions provided are overall understandable but lack detail. Uses professional terminology appropriately some of the time	correct in timely manner. Directions provided are mostly vague or difficult to understand. Rarely uses accurate professional terminology or has frequent errors in usage	Directions provided are unclear and difficult to understand. Does not utilize accurate professional terminology
Assessment / Treatment Intervention (25%)	Always chooses most appropriate assessment(s) or treatment(s) for condition Performs all interventions in technically competent manner Always adjusts/adapts task based on patient's response as necessary	Assessment(s)/treatment(s)chosen are mostly appropriate for specific condition(s) of case Performs interventions in technically competent manner most of the time. Adjusts/adapts the task based on patient response most of the time.	Assessment(s)/treatment(s) chosen are somewhat appropriate to condition. Performs some interventions in technically competent manner. Frequent errors that are mostly self-corrected. Adjusts/adapts the task based on patient response some of the time	Assessment(s)/treatment(s) chosen are rarely appropriate to case Very few interventions are performed in technically competent manner Rarely adjusts/adapts the task based on patient response	Assessment(s)/treatment(s) are inappropriate for condition. None of the interventions are performed in technically competent manner. Does not adjust or adapt the task based on patient response.
Assessment /Treatment Rationale (25%)	Synthesizes all important information from case to choose most appropriate treatment or intervention	Synthesizes most important information from case to choose appropriate treatment or intervention	Synthesizes some important information from case. Misses some key details. Presents fair rationale for clinical decisions.	Poor synthesis of important information from case. Misses several key details. Presents poor rationale for clinical decisions	No attempt to synthesize information from case. No logical justification presented to justify clinical decisions

Criteria	Excellent	Good	Satisfactory	Pass	Fail
	Presents excellent logical rationale for clinical decisions	Presents good logical rationale for clinical decisions			

Example 7

Acknowledgement:

This sample rubric has been adopted and modified from the information provided by the School of Nursing, PolyU.

Assessment Task   : Class Participation

Grade	Criteria
A	Demonstrate evidence of original thought, strong analytical and critical abilities as well as thorough grasp of the topic from background reading, own experiences and analysis; should demonstrate excellent organizational, theoretical and facilitation skills
B	Demonstrate evidence of critical and analytical thinking but not necessarily original in their thinking show adequate grasp of the topic from background reading and analysis; should demonstrate strong organizational, rhetorical and facilitation skills.
C	Demonstrate evidence of a reasonable grasp of their topic but most of their information is derivative with rather little evidence of critical thinking should demonstrate fair organization rhetorical and facilitation skills.
D	Demonstrate evidence of being able to assemble the bare minimum of information, poorly digested and not very well organized in presentation. There is no evidence of critical thinking.
F	Demonstrate evidence of poor knowledge and understanding of the subject, a lack of coherence and organization, answer are largely irrelevant. The work is likely to show major misunderstanding and confusion.

Example 8

Acknowledgement:

This sample rubric has been adopted and modified from the publicly available information provided by Charles Sturt University.

Assessment Task : **Capstone Project for Bachelor of Integrated Studies**

Indicator	Excellent	Good	Satisfactory	Pass	Fail
Interdisciplinary Work *Target: The student makes multiple connections and conclusions across three disciplines during the Capstone Experience*	The student demonstrates **deep** understanding of an issue from **multiple** disciplinary perspectives. During the defense, the student provides **rich** synthesis, analysis, and/or creativity from all **three** areas of study.	The student connects examples, facts, or conclusions from all **three areas** of study. During the defense, the student provides **good** synthesis, analysis, and/or creativity from all **three** areas of study.	The student minimally relates examples, facts, or conclusions from all **three areas** of study. During the defense, the student provides **minimum quality** of synthesis, analysis, and/or creativity.	The student minimally relates examples, facts, or theories **from at least one** area of study. During the defense, the student **lacks depth** of understanding and/or creativity for an issue from multiple perspectives.	The student does **NOT** relate examples, facts, or theories at a basic level. During the defense, the student **fails** to meet minimum BIS Department standards for synthesis and creativity.
The Capstone Project Experience/Report *Target: The student identifies an issue, topic, or creative process and creates a capstone experience that shows a depth of understanding, learning, and involvement through a well-crafted written report*	The student demonstrates **superior** understanding of an issue, topic, or creative process and creates a **powerful** Capstone Project Report using research, creative process, and/or community service.	The student demonstrates **high** quality understanding of an issue, topic, or creative process and creates a **good** Capstone Project Report using research, creative process, and/or community service.	The student demonstrates **minimum quality** of understanding of an issue, topic, or creative process and creates a **fair** Capstone Project Report using research, creative process, and/or community service.	The student demonstrates **minimum quality** of understanding for an issue, topic, or creative process and creates a Capstone Project Report that represents a **minimum** quality of work, creative process, and/or understanding.	The student does **NOT demonstrate** minimum quality or understanding for an issue, topic, or creative process. The Capstone Project Report **fails to meet** BIS Departmental standards and expectations.

Indicator	Excellent	Good	Satisfactory	Pass	Fail
Knowledge, Skills, and Research Base *Target: The student effectively uses, synthesizes, and reports key research, theory, and/or skills from three disciplines in the capstone project*	The student demonstrates **superior** use and integration of theory, research, and best practices in **three** academic disciplines. The Capstone project report shows **sophisticated** use and integration of knowledge bases.	The student demonstrates **high** quality in use and integration of theory, research, and best practices from **three** academic disciplines. The Capstone Project Report shows **strong** knowledge and integration of knowledge bases.	The student demonstrates **acceptable** use and integration of theory, research, and best practices from at least **two** disciplines. The Capstone Project Report shows **good** knowledge and use of theory bases, but is limited in rigor and/or integrating three academic disciplines.	The student demonstrates **minimum** use and integration of theory, research, and best practices from **one or two** academic disciplines. The Capstone Project Report meets a **minimum** standard for knowledge and use of theory base. Lack of rigor is very apparent.	The student does **NOT demonstrate** minimum use or integration of theory, research, and best practice. The Capstone Project Report **fails** to meet minimum standards for knowledge and use of theory bases.
Methods or Creativity *Target: The student creates and implements robust methods for studying/creating a powerful capstone project*	The Student demonstrates **superior** methods and/or creativity in the Capstone Experience. The Capstone Project Report describes and reflects a **robust** Capstone Experience.	The Student demonstrates **strong** methods and/or creativity in the Capstone Experience. The Capstone Project Report describes and reflects a **good** Capstone Experience.	The Student demonstrates **acceptable** methods and/or creativity in the Capstone Experience. The Capstone Project Report describes and reflects an **acceptable** Capstone Experience.	The Student demonstrates **minimum** methods and/or creativity in the Capstone Experience. The Capstone Project Report describes and reflects a **barely acceptable** Capstone Experience. The experiences and or Capstone Project Report has obvious weaknesses.	The student does **NOT demonstrate minimum** methods and/or creativity in the Capstone Experience. The Capstone Project Report **fails** to describe or reflect minimum standards for the Capstone experience.

Indicator	Excellent	Good	Satisfactory	Pass	Fail
Analysis/Results Conclusions, and/or Product *Target: The student effectively analyzes, summarizes, or creates artifacts that demonstrate superior learning and/or creativity*	The Capstone Project Report and/or product demonstrates **sophisticated** levels of understanding and application of the experience. The Capstone Project Report reflects **superior** learning and/or creativity.	The Capstone Project Report and/or product demonstrates **strong** levels of understanding and application of the experience. The Capstone Project Report reflects **solid** learning and/or creativity.	The Capstone Project Report and/or product demonstrates **moderate** levels of understanding and application of the experience. The Capstone Project Report reflects **moderate** learning and/or creativity.	The Capstone Project Report and/or product demonstrates a **minimum** level of understanding and application of the experience. The Capstone Project Report reflects **basic** understanding but lacks academic rigor.	The Capstone Project Report does **NOT demonstrate** a minimum level of understanding and application of the experience. The Capstone Project Report **fails** to meet minimum standards for academic rigor.
Grammar, Syntax, and Mechanics *Target: The Capstone Project reflects highly skilled and cohesive writing of superior quality.*	The student **skillfully uses** written language to communicate the purposes, procedures, and conclusions of the project. Stylistically, the writing **flows coherently** and **fluently** throughout the project and demonstrates a **superior** command of written communication.	The student uses written language **effectively** to communicate the purposes, procedures, and conclusions of the project. Stylistically, the writing **makes sense, flows smoothly** and demonstrates **quality** written expression.	The student uses written language **effectively**; however, committee members **make frequently** content and/or mechanical suggestions. Stylistically, the writing **reads well** and is **free of obvious errors** in grammar, syntax, and mechanics writing.	The student **marginally** uses written language in the project. Stylistically, there are **many errors** in cohesion, grammar, syntax, and mechanics. The committee **expresses concern** about the student's written language.	The student does **NOT** use written language for basic communication and expression. The Capstone Project is **poorly written** and **unacceptable**.
High Impact Practices *Target: The Capstone Project provides evidence of a high impact practice as*	The student demonstrates LEAP High Impact Practices at **Superior** levels during the Capstone Experience.	The student demonstrates LEAP High Impact Practices at **Strong** levels during the Capstone Experience.	The student demonstrates LEAP High Impact Practices at **Moderate** levels during the Capstone Experience.	The student demonstrates LEAP High Impact Practices at **Weak** levels during the Capstone Experience.	The student **does not** demonstrate LEAP High Impact Practices during the Capstone Experience.

Indicator	Excellent	Good	Satisfactory	Pass	Fail
defined by LEAP. These include: (a) collaborative learning projects, (b) undergraduate research, (c) public performances, (d) diversity/global learning, (e) community engaged learning, (f) internships, or (g) intensive writing.					