



VICTORIA UNIVERSITY
MELBOURNE AUSTRALIA

RUBRICS DEVELOPED FOR VICTORIA UNIVERSITY BLOCK MODEL

Prepared by Kaye Cleary and Gayani Samarawickrema

FEBRUARY 2019

Table of Contents

Overview	i
Writing rubrics – criteria and performance levels	ii
Rubrics developed for VU Block Model indicating AQF level	1
Argumentative essay	4
Case study	5
Groupwork (team effectiveness & individual contributions) and engagement with audience.....	6
Laboratory report.....	7
Oral presentation: links field trip to conceptual content 3 columns.....	9
Oral presentations: group with 3 columns	10
Oral presentations: group.....	11
Oral presentations: individual.....	12
Peer assessment following peer feedback - creative writing.....	13
Peer assessment in 3 stages	15
Peer feedback: oral	18
Peer feedback: written	19
Portfolio: reflection on practice.....	20
Poster	21
Reflection	22

Overview

This document comprises (1) a brief overview of how to create rubrics for use at Victoria University (VU), *Writing Rubrics – criteria and performance levels*¹, and (2) a validated collation of rubrics developed for VU Block Mode assessment tasks.

It is intended that you will use the sample rubrics either as a starting point for similar assessment tasks in your own teaching, or as a resource to incorporate selected criteria into your own rubrics.

General guidelines for the development of rubrics:

1. Use VU grades to describe the standards for each criteria
2. AQF levels indicate the pass standards. Typically a:
 - a. *Credit* is the standard you would expect students to achieve; and
 - b. *Pass* is an acceptable level, normally a qualification of the *Credit* level with terms such as “occasionally unclear”, “limited”, etc.
3. Small tasks and those requiring on-the-spot marking (such as presentations) may have rubrics with fewer standards by combining the *High Distinction* and *Distinction* grades, and the *Credit* and *Pass* grades.
4. Relate the criteria to the learning outcomes assessed by your assessment task

Please appropriate and adapt as suits your needs.

Kaye Cleary and Gayani Samarawickrema
Connected Learning
Victoria University

February 2019

¹ *Writing rubrics – criteria and performance levels* is a collaborative document from VU’s Connected Learning team. It is one of a number of *Guides* developed as part of the Team’s support for the Design and Development project for VU’s Block Model. Authors are Gayani Samarawickrema, Kaye Cleary and Tomas Krcho, with Rosy Borland editing.

Writing rubrics—criteria and performance levels

Rubrics are viewed positively by students because they clarify assessment expectations by:

- Communicating consistent standards
- Differentiating levels of performance to demonstrate how different grades are earned
- Reinforcing the relative importance of the assessment components through the weighting of each criterion, and
- Indicating how performance may be improved to reach a higher grade.

Rubrics increase efficiencies for staff during busy marking periods, especially when teaching in the Block mode. Rubrics assist staff by:

- Providing clarity for markers through detailed description of the levels of performance for each grade
- Ensuring consistency between markers and between multiple offers of the unit, and
- Reducing student queries about the allocation of marks.

Developing rubric criteria

First, develop the criteria which specify **what must be done** for the assessment. Criteria inform students about the key aspects of the assessment task that will be used when making judgements about their performance. Assessment criteria are the most direct indicator of what is needed to achieve the unit learning outcomes. Effective criteria should:

- Align with the unit learning outcomes
- Be clear, with minimum overlap
- Begin with a verb to indicate the level of cognition required. A well-written criterion provides content and context. It also works as a guide to students about what to include/do in the assessment task, to meet expectations.

You should keep the number of criteria to approximately 3-5 criteria to help students to clearly focus on what is expected from them.

Writing effective descriptors and performance levels

Next, write the descriptors to explain **what would be required to demonstrate achievement of each criterion at different levels**.

Revisit the unit learning outcomes that are being measured by the assessment task, then write descriptions of what students need to do to meet that criterion to sufficiently demonstrate achievement of the unit learning outcome. The descriptors used for each performance level should:

- Specify the performance level, rather than a relative standard (e.g. avoid ambiguous descriptors such as '*demonstrate an understanding of*' and consider the evidence required to demonstrate that understanding such as *outline, review, critique*, etc.)
- Ensure that each feature is consistently mentioned at all levels
- Provide actionable, focused feedback on key areas of the assessment
- Use student-friendly language that is easy to understand, and
- Use positive language (e.g. *incomplete* vs *not done*).

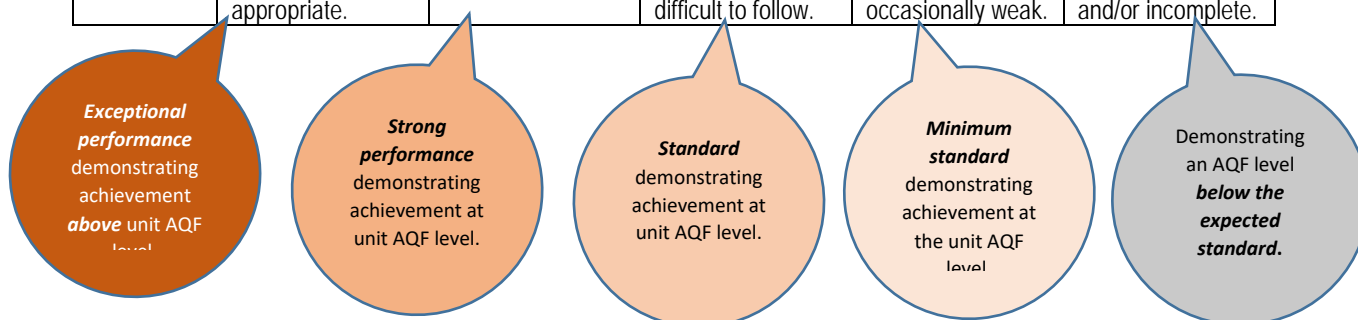
How to use official VU grades in your rubric

Your unit learning outcomes describe the minimum level of performance required to achieve the P (pass). It is therefore important to be aware of the influence of AQF levels on setting the P grade.

Descriptors for the criterion *Key Arguments* have been developed for an AQF level 5 submission in the figure below. NOTE:

- P (pass) describes the minimum level required to meet the unit learning outcome.
- HD (high distinction) describes exceptional performance at this AQF level.

Criteria	Levels of performance relate to VU grades				
	HD	D	C	P	N
Key Arguments	Clear, coherent argument established. Justification of argument is appropriate.	Coherent argument established. Justification of argument evident.	Argument established. Justification of argument occasionally difficult to follow.	Attempts to establish argument. Reasoning behind argument occasionally weak.	Limited attempt at establishing argument. Reasoning behind argument un-clear and/or incomplete.



Weighting

The weighting attributed to each criterion is a clear indication to students that some criteria are worth more and are of greater importance. Weight each criterion to reflect its relative importance to student learning at this point in time. For instance, developing a logical argument may be worth as much 35% in the first year whilst being taken for granted in the final year of study and constitute only 15%.

Tips for reviewing your rubric

- 1 Ask a colleague to review your rubric together with the assessment task to ensure the instructions in the task are consistent with the performance levels of your descriptors.
- 2 Moderate the rubric to be sure that it is clear to the students and for markers.
- 3 Speak directly to the students in a language that is meaningful to them.

Want to know more?

Block Model Development Guidelines

- [Scaffolding for learning](#)
- [Assessment in the Block](#)
- [Using the AQF to guide student learning and assessment in the block](#)

Websites

- Writing Standards Descriptors (for rubrics), University of Tasmania
<http://www.teaching-learning.utas.edu.au/assessment/writing-assessment-criteria/writing-standards-descriptors-for-rubrics>

Rubrics developed for VU Block Model indicating AQF level

Assessment Type	Focus and requirement	AQF 5	AQF 6	AQF 7	AQF 8	AQF 9	AQF 10
Argumentative essay	<ul style="list-style-type: none"> Addressing issues through reasoned arguments drawn from an appropriate range of relevant sources Concluding with a justified, persuasive and structured argument 		AQF 6				
Case study	<ul style="list-style-type: none"> Relating to a specific context Applying ethical considerations to practice, justifying using literature and an evidence-base 		AQF 6				
Groupwork (team effectiveness & individual contributions) and engagement with audience	Individual criterion to be inserted to Group tasks for either (a) team cohesion and effectiveness or (b) an individual's contribution to team effectiveness	AQF 5					
Laboratory report	<ul style="list-style-type: none"> Explaining the purpose of the experiment Presenting and interpreting results accurately 		AQF 6				
Oral presentation: Links field trip to conceptual content 3 column	<ul style="list-style-type: none"> Is the sole assessment task (i.e. no related written submission)- Complete in a group (may be tailored for individual by removing second descriptor in the last criterion) 		AQF 6	AQF 7			
Oral presentations: group with 3 columns	Brief group presentation ... therefore combines HD/D and C/P Accompanied by support material		AQF 6				
Oral presentations: group	Substantial presentation accompanied by support material		AQF 6				
Oral presentations: individual	Substantial presentation accompanied by support material		AQF 6				

Rubrics developed for VU Block Model indicating AQF level

Assessment Type	Focus and requirement	AQF 5	AQF 6	AQF 7	AQF 8	AQF 9	AQF 10
Peer assessment following peer feedback - creative writing	<p>Process in TWO stages. Stage (1) Peer provides feedback on draft, and in Stage (2) assesses final version. (Same person provides feedback on both draft, and assesses the final version.)</p> <ul style="list-style-type: none"> • Learning from feedback on written drafts that have been reviewed by the Peer Assessors earlier in the unit-(see Stage 1 rubric) • Developing reflective thinking on learning (see Stages 1 & 1 rubrics) • Developing evaluation skills of the peer assessors (see Stage 2 rubric) 		AQF 6				
Peer assessment in 3 stages	<p>Three stages comprise: stage (1) the instructor's assessment of task, stage (2) peer assessment of the task using the same rubric (in shades of blue), and stage (3) instructor's assessment of the peer assessment. This task assesses student evaluation skills, and helps maintain engagement though multiple class presentations.</p> <ul style="list-style-type: none"> • Student grade based on stage (1) the instructor's assessment of their tasks, and stage (3) the instructor's assessment of their peer assessment 		AQF 6				
Peer feedback - oral	Providing spontaneous oral feedback in a professional manner		AQF 6				
Peer feedback - written	<ul style="list-style-type: none"> • Assessing the usefulness of peer feedback provided to a colleague • Improving a draft version of a document 		AQF 6				
Portfolio: reflection on practice	<ul style="list-style-type: none"> • Reflecting on skills or practice and setting goals to improve that practice • Compiling a variety of artefacts in a portfolio 	AQF 5					

Rubrics developed for VU Block Model indicating AQF level

Assessment Type	Focus and requirement	AQF 5	AQF 6	AQF 7	AQF 8	AQF 9	AQF 10
Poster	<ul style="list-style-type: none"> Information poster designed for professionals in the discipline –in contrast to a general, eye-catching poster designed for the public- Completed individually and submitted directly to the dropbox with no accompanying documentation and/or presentation 		AQF 6				
Reflection	<ul style="list-style-type: none"> Learning from experience Connecting readings to experience Developing reflective thinking and writing 		AQF 6				

Relevant to an assessment task which focuses on

- Clearly developed, reasoned arguments drawn from an appropriate range of relevant sources leading to a justified conclusion

	High Distinction (80-100%)	Distinction (70-79%)	Credit (60-69%)	Pass (50-59%)	N (Not yet Satisfactory (0-49%))
Address issues raised by the question appropriately supported by accurate legal knowledge (20%)	<ul style="list-style-type: none"> Clearly analyses core concepts/principles Deconstructs and accurately identifies all relevant legal elements. Succinctly and comprehensively explains the key elements in own words. 	<ul style="list-style-type: none"> Analyses core concepts/principles. Accurately identifies key legal elements. Comprehensively explains the key elements in own words. 	<ul style="list-style-type: none"> Describes clearly all core concepts/principles Accurately identifies most key legal elements. States the key elements mostly in own words. 	<ul style="list-style-type: none"> Describes most core concepts/principles. Accurately identifies some key legal elements. States the identified elements in the words of the source document. 	<ul style="list-style-type: none"> Incomplete and/or inaccurate description of some core concepts/principles. Incomplete and/or inaccurate identification of relevant legal elements and/or elements of low relevance.
Reasoning and presentation of argument (30%)	<ul style="list-style-type: none"> Systematically and logically applies relevant legal reasoning to the issues in the problem Systematically and consistently applies relevant principles/rules/tests to the problem Consistently and accurately uses relevant evidence to defend argument. 	<ul style="list-style-type: none"> Logically applies relevant legal reasoning to the issues in the problem. Consistently applies relevant principles/rules/tests to the problem. Accurately uses relevant evidence to defend argument. 	<ul style="list-style-type: none"> Applies mostly relevant legal reasoning to the issues in the problem. Applies most of the relevant principles/rules/tests to the problem. Mostly accurate use of relevant evidence to defend argument. 	<ul style="list-style-type: none"> Applies some relevant legal reasoning to the issues in the problem. Applies some relevant principles/rules/tests to the problem. Relevant use of evidence to defend argument. 	<ul style="list-style-type: none"> Unclear or occasionally inaccurate application of legal reasoning to the issues in the problem. Limited/unclear application of relevant principles/rules/tests to the problem. Poor or limited use of relevant evidence to defend argument.
Conclusion (10%)	<ul style="list-style-type: none"> Persuasive, clear and structured conclusion developed through the argument and evidence presented. 	<ul style="list-style-type: none"> Structured and clear conclusion developed through the argument and evidence presented. 	<ul style="list-style-type: none"> Mostly clear conclusion relates to the argument and evidence presented. 	<ul style="list-style-type: none"> Occasionally unclear conclusion relating to some arguments and/or evidence presented 	<ul style="list-style-type: none"> Conclusion is imprecise and/or has limited or no relationship to arguments or evidence presented
Relevance and use of sources (20%)	<ul style="list-style-type: none"> All sources referred to are relevant and includes some seminal/key works All sources have been appropriately integrated 	<ul style="list-style-type: none"> All sources referred to are relevant All sources have been integrated into the essay 	<ul style="list-style-type: none"> Most sources referred to are relevant Most sources have been integrated into the essay 	<ul style="list-style-type: none"> Some sources referred to are relevant leaving some arguments unsupported. Some sources have been integrated into the essay 	<ul style="list-style-type: none"> Few sources have relevance to the argument Limited integration of sources into the essay
Conformity with AGLC3 (10%)	<ul style="list-style-type: none"> Mostly accurate use of AGLC3 for both footnotes and bibliography. Bibliography contains all sources mentioned in the footnotes. 	<ul style="list-style-type: none"> Mostly accurate use of AGLC3 for footnotes and/or bibliography. Bibliography contains all sources mentioned in the footnotes. 	<ul style="list-style-type: none"> Mostly accurate use of AGLC3 for footnotes and/or bibliography. Bibliography contains most sources mentioned in the footnotes. 	<ul style="list-style-type: none"> Attempts to use AGLC3 for footnotes and/or bibliography, other styles evident. Citations often incomplete, sufficient details to identify sources. 	<ul style="list-style-type: none"> Limited attempts to use AGLC3 in footnotes. Incomplete bibliography
Writing (10%)	<ul style="list-style-type: none"> Writes with clarity and fluency and is mostly error-free. 	<ul style="list-style-type: none"> Writes with clarity and is mostly error free 	<ul style="list-style-type: none"> Writes mostly clearly and mostly error free. 	<ul style="list-style-type: none"> Writes mostly clearly, and may include some errors. 	<ul style="list-style-type: none"> Writing sometimes impedes meaning because of errors.

Back

Relevant to an assessment task which focuses on

- **Written** submission-
- Completed **individually**

	High Distinction (80-100%)	Distinction (70-79%)	Credit (60-69%)	Pass (50-59%)	N (Not yet satisfactory) (0-49%)
Examines the impact of contextual conditions in the case and identifies relevant issues (20%)	<ul style="list-style-type: none"> • Insightful analysis of all contextual conditions. • Accurately identifies and succinctly describes all key issues. 	<ul style="list-style-type: none"> • Reviews the impact of all contextual conditions • Clearly identifies and describes all key issues 	<ul style="list-style-type: none"> • Clearly discusses the relevance of most key contextual conditions • Provides a description of most key issues. 	<ul style="list-style-type: none"> • Clearly describes some contextual conditions • Occasionally descriptions of some key issues are unclear/inaccurate/incomplete 	<ul style="list-style-type: none"> • Identifies some/ contextual conditions of low relevance and/or unclear/inaccurate description. • Descriptions are minimal or inaccurate.
Applies professional code of ethics to the case discussing ethical considerations (25%)	<ul style="list-style-type: none"> • Nuanced application of professional code of ethics to the case analysing all relevant ethical considerations. 	<ul style="list-style-type: none"> • Demonstrates clearly how professional code of ethics is applied to the case, with clear discussion of key ethical considerations. 	<ul style="list-style-type: none"> • Applies the professional code of ethics to the case, with clear description of the most of ethical considerations. 	<ul style="list-style-type: none"> • Occasional application of the professional code of ethics to the case with limited description of a few of the ethical considerations. 	<ul style="list-style-type: none"> • Limited application of the professional code of ethics and /or limited connections made to the case.
Proposes an AOD assessment and treatment plan (20%)	<ul style="list-style-type: none"> • Proposes a focussed practical assessment and treatment plan. • Clearly and succinctly describes all key elements of the plan 	<ul style="list-style-type: none"> • Proposes an appropriate practical assessment and treatment plan. • Clearly identifies and describes all key elements of the plan 	<ul style="list-style-type: none"> • Makes some key suggestions as an assessment and treatment plan. • Provides a description of most key elements of the proposed plan 	<ul style="list-style-type: none"> • Makes some suggestions as an assessment and treatment plan. • Occasionally proposed plan suggestions are unclear/inaccurate/incomplete 	<ul style="list-style-type: none"> • Assessment and treatment plan is unclear and/or inaccurate with key elements missing.
Designs appropriate therapeutic interventions (20%)	<ul style="list-style-type: none"> • Proposes a focussed practical therapeutic intervention. 	<ul style="list-style-type: none"> • Proposes an appropriate practical therapeutic intervention. 	<ul style="list-style-type: none"> • Makes some key suggestions as a therapeutic intervention. 	<ul style="list-style-type: none"> • Makes some suggestions as a therapeutic interventions. 	<ul style="list-style-type: none"> • Therapeutic intervention is unclear and/or inaccurate with key elements missing
Justifies recommendations with reference to relevant literature (15%)	<ul style="list-style-type: none"> • Succinctly and clearly justifies recommendations. • Skilful use of high quality, relevant sources to support ideas. • Mostly accurate use of Harvard for both in-text and reference list. Reference list contains all sources mentioned in the in-text citations 	<ul style="list-style-type: none"> • Clearly argued justification of all recommendations • Uses relevant key sources to support ideas. • Mostly accurate use of Harvard for in-text and/or reference list. Reference list contains all sources mentioned in the in-text citations. 	<ul style="list-style-type: none"> • Some key recommendations made with justification • Uses some key sources to support ideas. • Mostly accurate use of Harvard for in-text and/or reference list. Reference list contains most sources mentioned in the in-text citations 	<ul style="list-style-type: none"> • Some recommendations made with occasional justification. • Demonstrates an attempt to use relevant sources to support ideas. • Attempts to use Harvard for in-text and/or reference list. Reference list contains most sources mentioned in the in-text references 	<ul style="list-style-type: none"> • Recommendations are unclear and/or inaccurate with key elements missing. • Limited use of sources to support ideas. • Limited attempts to use Harvard in in-text citations. Incomplete reference list.

Back

Three criteria that may be relevant to a range of assessment types are presented below. Select the most appropriate criteria and copy into your rubric.

• **Team effectiveness in collaborative work**

	High Distinction (80-100%)	Distinction (70-79%)	Credit (60-69%)	Pass (50-59%)	N (Not yet Satisfactory (0-49%))
Effective, cohesive teamwork	<ul style="list-style-type: none"> • Functions effectively as a cohesive team with clear coordination between participating members • Clear evidence of all participants contributing equally 	<ul style="list-style-type: none"> • Evidence of cohesive team function with some links between members' contributions • Evidence of equal contributions of group members 	<ul style="list-style-type: none"> • Some evidence of cohesive team function and coordination between group members' contributions • Some evidence of equal contributions in the group 	<ul style="list-style-type: none"> • Limited evidence of team function and /or coordination between members' contributions • Minimal evidence of reasonably balanced contributions between group members 	<ul style="list-style-type: none"> • Limited evidence of coordination between members' contributions • Variable contributions between group members

• **Individual's contribution to collaborative/group-based work**

	High Distinction (80-100%)	Distinction (70-79%)	Credit (60-69%)	Pass (50-59%)	N (Not yet Satisfactory (0-49%))
Works effectively as a team member	<ul style="list-style-type: none"> • Works cooperatively and respectfully with others valuing the contributions and strengths of the group • Completes assigned tasks by deadlines and proactively help team members to complete assigned tasks • Assumes responsibility for shared work, inviting non-participating members to engage 	<ul style="list-style-type: none"> • Works cooperatively and respectfully with others in team • Completes assigned tasks by deadlines and advance the group project • Assumes responsibility for shared work 	<ul style="list-style-type: none"> • Works cooperatively with others in team • Completes assigned tasks by deadlines 	<ul style="list-style-type: none"> • Shares ideas • Contributes minimally to advance the group project 	<ul style="list-style-type: none"> • Shares ideas occasionally • Contributions /tasks incomplete and/or consistently misses deadlines

• **Presenters must respond to audience questions**

	High Distinction (80-100%)	Distinction (70-79%)	Credit (60-69%)	Pass (50-59%)	N (Not yet Satisfactory (0-49%))
Effective interaction with audience	<ul style="list-style-type: none"> • Responds accurately to all questions with relevant explanations and contextualisation / elaboration 	<ul style="list-style-type: none"> • Responds accurately to all questions with relevant explanations 	<ul style="list-style-type: none"> • Responds accurately to all questions. 	<ul style="list-style-type: none"> • Responds to most questions with rudimentary answers (not always clearly or completely) and fails to elaborate. 	<ul style="list-style-type: none"> • Responds to few questions, some incomplete and/or incorrect answers.

Back

Relevant to **substantial** laboratory report which focuses on

- **Explaining** the purpose of the experiment
- Accurate and informative **presentation and interpretation of the results**

	High Distinction (80-100%)	Distinction (70-79%)	Credit (60-69%)	Pass (50-59%)	N (Not yet satisfactory) (0-49%)
<p>Introduce topic in appropriate detail for a reader to understand the context of the report and the aims of the experiment</p> <p>Weighting 20%</p>	<ul style="list-style-type: none"> • Concise, relevant detail including all of (1) autoclaving, (2) purpose of aseptic technique, (3) purpose of isolation streaking, (4) culturing techniques and (5) environmental and human microbiota. • Contextualises purpose of the experiment in the real world with illustrative examples linked to appropriate aims. 	<ul style="list-style-type: none"> • Focused detail including at least 4 of (1) autoclaving, (2) purpose of aseptic technique, (3) purpose of isolation streaking, (4) culturing techniques and (5) environmental and human microbiota • Contextualises purpose of the experiment in the real world. Aims appropriate 	<ul style="list-style-type: none"> • Sufficient, appropriate detail including all key aspects of the topic • Some context accurately established. Most aims appropriate 	<ul style="list-style-type: none"> • Accurate but superficial detail including most key aspects of the topic.. • Limited context established with some key aspects missing Aims unclear or incomplete/some aims irrelevant 	<ul style="list-style-type: none"> • Unclear and mostly incomplete introduction to the topic. Aims missing or incorrectly identified. Key details omitted. • Context unclear
<p>Results: Clear presentation of results.</p> <p>Weighting: 25%</p>	<ul style="list-style-type: none"> • Results are accurate and complete. Discussion points are introduced with concise details of key trends and aberrations. • Tables and figures are concise, complete accurate, and appropriate • Legends are appropriately formatted and include all relevant identifying details. 	<ul style="list-style-type: none"> • Results are accurate and complete. Discussion points are introduced with brief description of most key trends and aberrations • Tables are complete and accurate. Appropriate figures • Legends are appropriately formatted and include most identifying details 	<ul style="list-style-type: none"> • Results are accurate and complete. cursory mention of some trends and aberrations • Tables are complete and accurate. Most figures appropriate • Legends mostly appropriately formatted, occasionally identifying details missing 	<ul style="list-style-type: none"> • Results are complete and mostly accurate. Some discussion points identified • Tables and figures are accurate, and mostly complete/appropriate - incomplete labelling of axes in graphs • Some legends incomplete, unclear or inappropriately formatted 	<ul style="list-style-type: none"> • Results incomplete or inaccurately recorded. Discussion points are unclear or of minor importance; key points missing • Tables or figures are unclear or difficult to read • Legends are unclear or incomplete, and unclear or incomplete labelling of axes in graphs
<p>Discussion: Addresses discussion points and analyses results with commentary on real world context</p> <p>Weighting: 40%</p>	<ul style="list-style-type: none"> • In-depth analysis, interpretation of data to reveal trends and aberrations • Contextualises data based on real world context, discussion points and published sources. Supported by illustrative examples 	<ul style="list-style-type: none"> • Analysis and interpretation of data to reveal trends and aberrations and derive discussion points • Contextualises data based on real world context and published sources. Some examples provided 	<ul style="list-style-type: none"> • Analysis of data highlights some trends, aberrations, and discussion points. • Contextualises data based on some real world context occasional reference to published sources 	<ul style="list-style-type: none"> • Incomplete analysis of data; trends, aberrations and/or discussion points weakly established. • Limited discussion of real world context and/or reference to published sources 	<ul style="list-style-type: none"> • Simple restatement of results. Discussion points /trends /aberrations poorly addressed Analysis incomplete with key aspects missing. • Limited identification of real world context or published sources.

LABORATORY REPORT

	High Distinction (80-100%)	Distinction (70-79%)	Credit (60-69%)	Pass (50-59%)	N (Not yet satisfactory) (0-49%)
Referencing: Appropriate use of sources and accurate application of APA referencing style Weighting: 15%	<ul style="list-style-type: none"> • Minor formatting errors in APA style for in-text and reference list. References complete and accurate • Four or more appropriate sources. All discussion points referenced to at least two appropriate sources. 	<ul style="list-style-type: none"> • Occasional formatting errors in APA style for in-text and reference list. References mostly complete and accurate • Three or more appropriate sources. All discussion points referenced to at least two appropriate sources. 	<ul style="list-style-type: none"> • Some formatting errors in APA style for in-text and reference list and most references incomplete. • Two or more appropriate sources. All discussion points referenced to an appropriate source. 	<ul style="list-style-type: none"> • Attempts to use APA with some details consistently missing and/or inaccurate. • Most discussion points referenced to an appropriate source. 	<ul style="list-style-type: none"> • Limited evidence of attempts to use APA or references substantially incomplete • In text referencing scantily used or relevance unclear.

Back

Relevant to an assessment task at the end of second year (therefore AQF6/7) which focuses on

**AQF
6/7**

- **Presentation as the sole assessment task** (i.e. no related written submission)-
- Completed in a **group**, however could be **individual by removing second descriptor in the last criterion**

	High Distinction/Distinction (70-100%)	Credit/Pass (50-69%)	Not yet satisfactory (0-49%)
Description of the legal system observed Weighting 15%	Clear, accurate, insightful and concise explanation of the legal system and the rationale for choice. Analytical description includes (1) what, (2) where and (3) major functions(s)	Clear and accurate description of the legal system and mostly clear rationale for choice. Description includes (1) what, (2) where and (3) major functions(s)	Brief outline of the legal system including some of (1) what, (2) where and (3) major functions(s). Rationale for choice of legal system is unclear and/or inappropriate, and may be based on misunderstandings
Critical review of the role of the legal system in the context of social justice Weighting 15%	Clear, accurate and insightful critical review of the role of the legal system with unpacked illustrative examples of explicit links to social justice	Mostly clear and accurate review of the role of the legal system with examples of explicit links to social justice	Mostly accurate but limited description of the role of the legal system. Limited (unclear and/or incomplete) attempts to link to social justice
Critical review of the role of the legal system in the context of human rights Weighting 15%	Clear, accurate and insightful critical review of the role of the legal system with unpacked illustrative examples of explicit links to human rights	Mostly clear and accurate review of the role of the legal system with examples of explicit links to human rights	Mostly accurate but limited description of the role of the legal system. Limited (unclear and/or incomplete) attempts to link to human rights
Critical review of the role of the legal system in the context of cultural diversity Weighting 15%	Clear, accurate and insightful critical review of the role of the legal system with unpacked illustrative examples of explicit links to cultural diversity	Mostly clear and accurate review of the role of the legal system with examples of explicit links to cultural diversity	Mostly accurate but limited description of the role of the legal system. Limited (unclear and/or incomplete) attempts to link to cultural diversity
Demonstrated links to theory and social work practice approaches including human rights, social justice and ethics Weighting 25%	Clear, accurate and insightful links demonstrated between theory and social work practice including all of: (1) human rights, (2) social justice and (3) ethics. Links unpacked through illustrative examples.	Mostly clear and accurate links established between theory and social work practice including at least two of: (1) human rights, (2) social justice and (3) ethics. Some examples provided.	Attempts to identify links between theory and social work practice. Limited examples provided, some not clearly related to the concepts, and/or incomplete identification of critical aspects
Engaging, dynamic and innovative presentation Weighting 15%	<ul style="list-style-type: none"> • Dynamic and innovative presentation engages the audience, reinforces the messages, enhancing interaction and communication of ideas. • Evidence of partnership cohesion with equal contributions across the group. 	<ul style="list-style-type: none"> • Dynamic presentation engages the audience, and reinforces the messages. • Evidence of partnership cohesion with equal contributions across the group. 	<ul style="list-style-type: none"> • Presentation attempts to engage the audience, occasionally distracting attention from the messages. • Limited evidence of partnership across the group.

Back

ORAL PRESENTATION (GROUP)

**AQF
6**

Relevant to a group assessment task which focuses on

- **Presentation** accompanied by support material-
- Completed **by a team**

*Combined grades (HD/D and C/P) are recommended for **short presentations** to help markers concentrate on the presentations rather than differentiate between similar descriptors. (Example of this rubric with separate descriptors for each grade is also provided to assist you determine which is more suitable for your 'current' presentation.)*

	High Distinction/Distinction (70-100%)	Credit/Pass (50-69%)	N (Not yet satisfactory) (0-49%)
Content	<ul style="list-style-type: none"> • Covers all aspects of the topic, includes illustrative examples • Discipline-specific terms are well-defined and used appropriately 	<ul style="list-style-type: none"> • Includes most essential information and some supporting details • Discipline-specific terms are defined and mostly used appropriately 	<ul style="list-style-type: none"> • Includes some essential information with critical details missing. • Inconsistent use and application of discipline-specific language
Organisation, clarity of argument, and justification	<ul style="list-style-type: none"> • Organisation of information is clear and consistent with appropriately sequenced transitions between sections • Justification of conclusion/ recommendations based on valid interpretations of material presented 	<ul style="list-style-type: none"> • Organisation of information is mostly clear and appropriately sequenced with an introduction and conclusion. • Reasoning behind conclusion/ recommendations occasionally weak. 	<ul style="list-style-type: none"> • Limited attempt at organising information in a coherent order. • Reasoning behind conclusion/ recommendations un-clear and/or incomplete.
Delivery, engagement with audience, and time management	<ul style="list-style-type: none"> • Clear, strong voice (i.e. all audience members hear the presentation) with a variety of inflections usually emphasising key messages. • Fluent argument presented persuasively • Keeps eye contact with audience. Occasionally glances at notes or slides. • Efficient management of presentation time with topics reflecting their relative importance • Responds accurately to all questions with relevant explanations and/or contextualisation / elaboration. 	<ul style="list-style-type: none"> • Mostly clear, audible voice (i.e. most audience members hear the presentation), occasionally delivered at a distracting pace (i.e. too slow or too quick) and/or monotone • Attempts to persuade • Makes intermittent eye contact. Frequent reliance on notes or slides. • Uneven presentation to manage time • Responds accurately to all questions. Some responses rudimentary (not always clearly or completely) or fails to elaborate 	<ul style="list-style-type: none"> • Quiet voice or pronunciation often indistinct. (i.e. audience members at the back of the room have difficulty hearing the presentation). • Little evidence of attempts to persuade the audience to consider the speaker's point of view. • Responds to few questions, some incomplete and/or incorrect answers. • Rarely makes eye contact with audience; reads notes or slides. • Poor time management.
Supporting material	<ul style="list-style-type: none"> • Supporting material is informative and reinforces message. Clean and simple layout, enhancing communication of ideas 	<ul style="list-style-type: none"> • Supporting material relevant; sometimes difficult to view/engage with, (i.e. some graphics or special effects distract) 	<ul style="list-style-type: none"> • Supporting material is very difficult to view, layout is cluttered and confusing
Effective, cohesive teamwork	<ul style="list-style-type: none"> • Functions effectively as a cohesive team with some links between members' contributions • Evidence of equal contributions of group members 	<ul style="list-style-type: none"> • Some evidence of team function and /or coordination between members' contributions • Some evidence of reasonably balanced contributions between group members 	<ul style="list-style-type: none"> • Limited evidence of coordination between members' contributions • Variable contributions between group members

Back

Relevant to a group assessment task which focuses on

- **Presentation** accompanied by support material-
- Completed **by a team**

	High Distinction (80-100%)	Distinction (70-79%)	Credit (60-69%)	Pass (50-59%)	N (Not yet satisfactory) (0-49%)
Content	<ul style="list-style-type: none"> • Covers all aspects of the topic, includes illustrative examples • Discipline-specific terms are well-defined and integrated into the presentation 	<ul style="list-style-type: none"> • Covers all aspects of the topic • Discipline-specific terms are well-defined and used appropriately 	<ul style="list-style-type: none"> • Includes essential information and some supporting details • Discipline-specific terms are defined and used appropriately 	<ul style="list-style-type: none"> • Includes most essential information and some supporting details • Most discipline-specific terms are defined, application is occasionally incorrect. 	<ul style="list-style-type: none"> • Includes some essential information with critical details missing. • Inconsistent use and application of discipline-specific language
Organisation, clarity of argument, and justification	<ul style="list-style-type: none"> • Organisation of information is clear and consistent with, appropriate transitions between sections • Justification of conclusion/recommendations based on valid interpretations of material presented 	<ul style="list-style-type: none"> • Organisation of information is clear, consistent and appropriately sequenced with an introduction and conclusion • Justification of conclusion/recommendations based on material presented. 	<ul style="list-style-type: none"> • Organisation of information is clear and appropriately sequenced with an introduction and conclusion. • Justification of conclusion/recommendations relate to material presented 	<ul style="list-style-type: none"> • Attempts to organise information is evident. • Reasoning behind conclusion/recommendations occasionally weak. 	<ul style="list-style-type: none"> • Limited attempt at organising information in a coherent order. • Reasoning behind conclusion/recommendations un-clear and/or incomplete.
Delivery, engagement with audience, and time management	<ul style="list-style-type: none"> • Clear, strong voice with appropriate inflections emphasising key messages. • Responds accurately to all questions with relevant explanations and contextualisation / elaboration. • Keeps eye contact with audience. No reliance on notes. • Efficient management of presentation and audience response time 	<ul style="list-style-type: none"> • Clear, strong voice (i.e. all audience members hear the presentation) with a variety of inflections • Responds accurately to all questions with relevant explanations • Keeps eye contact with audience. Occasionally glances at notes or slides. • Efficient management of presentation time with topics reflecting their relative importance 	<ul style="list-style-type: none"> • Clear, audible voice (i.e. most audience members hear the presentation), but occasionally monotone. • Responds accurately to all questions. • Keeps eye contact with audience most of the time. Occasionally reads notes or slides. • Manages presentation within time limits. 	<ul style="list-style-type: none"> • Mostly clear voice, occasionally delivered at a distracting pace (i.e. too slow or too quick) and/or monotone. • Responds to most questions with rudimentary answers (not always clearly or completely) and fails to elaborate. • Makes intermittent eye contact. Relies on notes or slides most of the time. • Uneven presentation to manage time. 	<ul style="list-style-type: none"> • Quiet voice or pronunciation often indistinct. (i.e. audience members at the back of the room have difficulty hearing the presentation). • Responds to few questions, some incomplete and/or incorrect answers. • Rarely makes eye contact with audience; reads notes or slides. • Poor time management.
Supporting material	<ul style="list-style-type: none"> • Supporting material reinforces message, clean and simple layout, enhancing communication of ideas 	<ul style="list-style-type: none"> • Supporting material is informative and effectively reinforces message 	<ul style="list-style-type: none"> • Supporting material reinforces message 	<ul style="list-style-type: none"> • Supporting material relevant; sometimes difficult to view/engage with, (i.e. some graphics or special effects distract) 	<ul style="list-style-type: none"> • Supporting material is very difficult to view, layout is cluttered and confusing
Effective, cohesive teamwork	<ul style="list-style-type: none"> • Functions effectively as a cohesive team with clear coordination between participating members • All participants contributing equally to the poster presentation 	<ul style="list-style-type: none"> • Evidence of cohesive team function with some links between members' contributions • Evidence of equal contributions of group members 	<ul style="list-style-type: none"> • Some evidence of cohesive team function and coordination between group members' contributions • Some evidence of equal contributions in the group 	<ul style="list-style-type: none"> • Limited evidence of team function and /or coordination between members' contributions • Minimal evidence of reasonably balanced contributions between group members 	<ul style="list-style-type: none"> • Limited evidence of coordination between members' contributions • Variable contributions between group members

Back

Relevant to an individual substantial (highly weighted) assessment task that focuses on

- **Presentation** accompanied by support material-
- Completed **individually**

	High Distinction (80-100%)	Distinction (70-79%)	Credit (60-69%)	Pass (50-59%)	N (Not yet satisfactory) (0-49%)
Content	<ul style="list-style-type: none"> • Covers all aspects of the topic, includes illustrative examples • Discipline-specific terms are well-defined and integrated into the presentation 	<ul style="list-style-type: none"> • Covers all aspects of the topic • Discipline-specific terms are well-defined and used appropriately 	<ul style="list-style-type: none"> • Includes essential information and some supporting details • Discipline-specific terms are defined and used appropriately 	<ul style="list-style-type: none"> • Includes most essential information and some supporting details • Most discipline-specific terms are defined, application is occasionally incorrect. 	<ul style="list-style-type: none"> • Includes some essential information with critical details missing. • Inconsistent use and application of discipline-specific language
Organisation, clarity of argument, and justification	<ul style="list-style-type: none"> • Organisation of information is clear and consistent, with appropriate transitions between sections • Justification of conclusion/ recommendations based on valid interpretations of material presented 	<ul style="list-style-type: none"> • Organisation of information is clear, consistent and appropriately sequenced with an introduction and conclusion • Justification of conclusion/ recommendations based on material presented. 	<ul style="list-style-type: none"> • Organisation of information is clear and appropriately sequenced with an introduction and conclusion. • Justification of conclusion/ recommendations relate to material presented 	<ul style="list-style-type: none"> • Organisation of information is mostly appropriate. • Reasoning behind conclusion/ recommendations occasionally weak. 	<ul style="list-style-type: none"> • Limited attempt at organising information in a coherent order. • Reasoning behind conclusion/ recommendations un-clear and/or incomplete.
Delivery, engagement with audience, and time management	<ul style="list-style-type: none"> • Clear, strong voice with appropriate inflections emphasising key messages. • Responds accurately to all questions with relevant explanations and contextualisation / elaboration. • Keeps eye contact with audience. No reliance on notes. • Efficient management of presentation and audience response time 	<ul style="list-style-type: none"> • Clear, strong voice (i.e. all audience members hear the presentation) with a variety of inflections • Responds accurately to all questions with relevant explanations • Keeps eye contact with audience. Occasionally glances at notes or slides. • Efficient management of presentation time with topics reflecting their relative importance 	<ul style="list-style-type: none"> • Clear, audible voice (i.e. most audience members hear the presentation), but occasionally monotone. • Responds accurately to all questions. • Keeps eye contact with audience most of the time. Occasionally reads notes or slides. • Manages presentation within time limits. 	<ul style="list-style-type: none"> • Mostly clear voice, occasionally delivered at a distracting pace (i.e. too slow or too quick) and/or monotone. • Responds to most questions with rudimentary answers (not always clearly or completely) and fails to elaborate. • Makes intermittent eye contact. Relies on notes or slides most of the time. • Uneven presentation to manage time. 	<ul style="list-style-type: none"> • Quiet voice or pronunciation often indistinct. (i.e. audience members at the back of the room have difficulty hearing the presentation). • Responds to few questions, some incomplete and/or incorrect answers. • Rarely makes eye contact with audience; reads notes or slides. • Poor time management.
Supporting material	<ul style="list-style-type: none"> • Supporting material reinforces message, clean and simple layout, enhancing communication of ideas 	<ul style="list-style-type: none"> • Supporting material is informative and effectively reinforces message 	<ul style="list-style-type: none"> • Supporting material reinforces message 	<ul style="list-style-type: none"> • Supporting material relevant; sometimes difficult to view/ engage with, (some graphics or special effects distract) 	<ul style="list-style-type: none"> • Supporting material is very difficult to view, layout is cluttered and confusing

Back

Two stages comprise stage (1) Peers' feedback on draft, and stage (2) Peers' assessment of final version

- **Learning from feedback** on written drafts that have been reviewed by the Peer Assessors earlier in the unit-(see Stage 1 rubric)
- Developing **reflective thinking** on learning (see Stages 1 & 1 rubrics)
- Developing **evaluation skills of the peer assessors** (see Stage 2 rubric)

	High Distinction/Distinction (70-100%)	Credit/Pass (50-69%)	N (Not yet satisfactory)
<p>Part 1 - Creative Writing: Creativity and originality of approach (the extent to which the writer demonstrate individuality, flair, imagination and confidence).</p> <p>Weighting 25%</p>	<ul style="list-style-type: none"> • Very confident and original use of creative writing techniques. • Rich vocabulary and literary elements • Thoroughly engages the reader 	<ul style="list-style-type: none"> • Writing is generally confident and has elements of the use of original creative writing techniques • Elements of a good vocabulary and literary elements • Engages the reader for the most part 	<ul style="list-style-type: none"> • Incoherent or incomplete. • Creative writing techniques are not employed or are not original • Writing rarely engages the reader
<p>Part 1 - Creative Writing: Evidence of effective use of narrative techniques discussed in workshops.</p> <p>Weighting 25%</p>	<ul style="list-style-type: none"> • Effectively draws on narrative techniques discussed in workshops. • Clear, logical structure of the piece which enhances its flow for the reader. The opening and closing are strong, the ideas are linked logically, and there is a coherence and fluency with the piece. 	<ul style="list-style-type: none"> • Limited use of narrative techniques discussed in workshops. • Mostly logical, and structured well, but is compromised by 2 or more of the following: development of narrative; strength/interest of opening; effectiveness of transitions between paragraphs; organisation of the material; effectiveness of closing 	<ul style="list-style-type: none"> • No use of narrative techniques discussed in workshops • The structure and organisation of material makes real demands on the reader in terms of logical development of narrative; strength/interest of opening; effectiveness of transitions between paragraphs; organisation of the material; effectiveness of closing
<p>Part 1 - Presentation and Mechanics Correct use of grammar, punctuation, spelling, and professional standard</p> <p>Weighting 10%</p>	<ul style="list-style-type: none"> • Very few errors in presentation and mechanics (correct use of grammar, punctuation, spelling, and professional standard) 	<ul style="list-style-type: none"> • A number of presentation or mechanical (correct use of grammar, punctuation, spelling, and professional standard) errors are apparent in the writing, but it doesn't significantly affect the flow of the piece 	<ul style="list-style-type: none"> • Significant and/or consistent errors in presentation and mechanics; impedes flow of the writing and makes demands on the reader
<p>Part 2 - Responding to questions on composition: Responses to 5 questions on aspects of composition are clear, thoughtful and well-structured.</p> <p>Weighting 20%</p>	<ul style="list-style-type: none"> • The reflection responds deeply, thoughtfully and reflexively to all the questions. It is well expressed and well-considered. 	<ul style="list-style-type: none"> • The reflection is largely a description with little deep thinking. 	<ul style="list-style-type: none"> • The reflection is an incomplete and/or unclear description. Not all of the questions are answered fully or thoughtfully.
<p>Part 2 - Responding to questions on technique: Demonstrated knowledge of narrative techniques' and literary devices.</p> <p>Weighting 20%</p>	<ul style="list-style-type: none"> • Responses indicate an inter-related knowledge of narrative techniques and literary devices 	<ul style="list-style-type: none"> • Responses indicate some accurate knowledge of narrative techniques and literary devices. 	<ul style="list-style-type: none"> • Responses indicate an incomplete and/or unclear knowledge of narrative techniques and literary devices. Critical aspects missing.

	High Distinction/Distinction (70-100%)	Credit/Pass (50-69%)	N (Not yet satisfactory)
<p>Originality of content, language, style and voice; Effectiveness and appropriateness of language to the chosen subject and style</p> <p>Weighting 50%</p>	<ul style="list-style-type: none"> • Writing is highly original and creative. • Very effective use of language style and voice. • Highly engaging 	<ul style="list-style-type: none"> • Writing has elements of creativity and originality. • Elements of good use of language style and voice. • Engaging 	<ul style="list-style-type: none"> • Writing has very limited or no elements originality or creativity, • Use of language is uneven and challenging, making unnecessary demands on the reader • Limited and patchy engagement
<p>Evidence of the ability to effectively redraft and revise your work.</p> <p>Command of technical aspects of language – grammar, punctuation and spelling;</p> <p>Weighting 20%</p>	<ul style="list-style-type: none"> • Final version is a professionally drafted piece ready for publication, and demonstrates effective redrafting and revision of initial draft. • Mostly error-free command of technical aspects of language – grammar, punctuation and spelling 	<ul style="list-style-type: none"> • Final version is close to ready for publication, but needs further revision. There is limited evidence redrafting and revision of the initial draft. • Uneven, but generally good command of technical aspects of language – grammar, punctuation and spelling 	<ul style="list-style-type: none"> • Final version requires significant revision to be close to ready for publication. • Poor command of technical aspects of language – includes grammar, punctuation and spelling errors that should have been resolved in earlier drafts
<p>Ability to reflect on your own learning including reflections on the development of the creative pieces with reference to narrative techniques and devices (orally presented)</p> <p>Weighting 30%</p>	<ul style="list-style-type: none"> • Reflection on learning is thoughtful and insightful and draws strongly on readings, discussions in class, tutor feedback etc. 	<ul style="list-style-type: none"> • Reflection demonstrates some evidence of thoughtfulness and makes some connection to readings, discussions in class, tutor feedback etc. 	<ul style="list-style-type: none"> • Very limited reflection on learning, with critical insights missing. • Limited or unclear connections to readings, discussions in class, tutor feedback etc.

Back

Three stages comprise: **stage (1)** the instructor’s assessment of task, **stage (2)** peer assessment of the task using the same rubric (in shades of blue), and **stage (3)** instructor’s assessment of the peer assessment. This task assesses student evaluation skills, and helps maintain engagement through multiple class presentations.

- **Student grade based on stage (1)** the instructor’s assessment of their tasks, and stage (3) the instructor’s assessment of their peer assessment

	High Distinction	Distinction	Credit	Pass	N (Not yet satisfactory)
Addresses the current Quality Assurance Regulatory Issues relevant to either a Meat, Dairy or Seafood company using discipline-specific terms and acknowledges sources of information Weighting 30%	<ul style="list-style-type: none"> • Covers topic thoroughly, includes illustrative examples • Discipline-specific terms are well-defined and integrated into the presentation • All information gained from sources is appropriately referenced with most accurately following the reference style 	<ul style="list-style-type: none"> • Covers topic, thoroughly with some relevant examples • Discipline-specific terms are well-defined and used appropriately • All information gained from sources is appropriately referenced with inconsistent application of the reference style 	<ul style="list-style-type: none"> • Includes essential information and some supporting details including examples • Discipline-specific terms are defined and used appropriately • Most information gained from sources is referenced with inconsistent application of the reference style 	<ul style="list-style-type: none"> • Includes most essential information and some supporting details • Most discipline-specific terms are defined, application is occasionally incorrect • Most information gained from sources referenced, attempts to apply the reference style 	<ul style="list-style-type: none"> • Includes some essential information with critical details missing • Inconsistent use and application of discipline-specific language • Some information gained from sources is referenced, difficult to identify which reference style is used
Delivery is appropriate with effective audience engagement, and time management Weighting 20%	<ul style="list-style-type: none"> • Clear, strong voice with appropriate inflections emphasising key messages • Responds accurately to all questions with relevant explanations and contextualisation / elaboration • Keeps eye contact with audience. Minimal reliance on notes • Efficient management of presentation and audience response time 	<ul style="list-style-type: none"> • Clear, strong voice (all audience members hear the presentation) with a variety of inflections • Responds accurately to all questions with relevant explanations • Keeps eye contact with audience. Minimal reliance on notes • Efficient management of presentation time with topics reflecting their relative importance 	<ul style="list-style-type: none"> • Clear, audible voice (i.e. most audience members hear the presentation), but occasionally monotone • Responds accurately to all questions • Keeps eye contact with audience most of the time. Some reliance on notes and/or slides • Manages presentation within time limits 	<ul style="list-style-type: none"> • Mostly clear voice, occasionally delivered at a distracting pace (i.e. too slow or too quick) and/or monotone • Responds to most questions with rudimentary answers (not always clearly or completely) and fails to elaborate • Makes intermittent eye contact. Frequent reliance on notes and/or slides • Uneven presentation to manage time 	<ul style="list-style-type: none"> • Quiet voice or pronunciation often indistinct. (i.e. audience members at the back of the room have difficulty hearing the presentation) • Responds to few questions, some incomplete and/or incorrect answers • Rarely makes eye contact with audience. Almost total reliance on notes and/or slides • Poor time management
Relevant and appropriate support material Weighting 30%	<ul style="list-style-type: none"> • Supporting material reinforces message, clean and simple layout/structure, enhancing communication of ideas 	<ul style="list-style-type: none"> • Supporting material is informative and effectively reinforces message 	<ul style="list-style-type: none"> • Supporting material reinforces message 	<ul style="list-style-type: none"> • Supporting material mostly relevant; sometimes difficult to view/engage with, (some graphics/special effects distract) 	<ul style="list-style-type: none"> • Supporting material is very difficult to view, layout is cluttered and confusing
Effective, cohesive teamwork Weighting 20%	<ul style="list-style-type: none"> • Functions effectively as a cohesive team with clear links and coordination between participating members • All participants contributing equally to the presentation 	<ul style="list-style-type: none"> • Evidence of cohesive team function with some links between members’ contributions • Evidence of equal contributions of group members 	<ul style="list-style-type: none"> • Some evidence of cohesive team function and coordination between group members’ contributions • Some evidence of equal contributions in the group 	<ul style="list-style-type: none"> • Limited evidence of team function and/or coordination between members’ contributions • Minimal evidence of reasonably balanced contributions between group members 	<ul style="list-style-type: none"> • Limited evidence of coordination between members’ contributions • Variable contributions between group members

PEER ASSESSMENT IN 3 STAGES

	High Distinction	Distinction	Credit	Pass	N (Not yet satisfactory)
Addresses the current Quality Assurance Regulatory Issues relevant to either a Meat, Dairy or Seafood company using discipline-specific terms and acknowledges sources of information	<ul style="list-style-type: none"> Covers topic thoroughly, includes illustrative examples Discipline-specific terms are well-defined and integrated into the presentation All information gained from sources is appropriately referenced with most accurately following the reference style 	<ul style="list-style-type: none"> Covers topic, thoroughly with some relevant examples Discipline-specific terms are well-defined and used appropriately All information gained from sources is appropriately referenced with inconsistent application of the reference style 	<ul style="list-style-type: none"> Includes essential information and some supporting details including examples Discipline-specific terms are defined and used appropriately Most information gained from sources is referenced with inconsistent application of the reference style 	<ul style="list-style-type: none"> Includes most essential information and some supporting details Most discipline-specific terms are defined, application is occasionally incorrect Most information gained from sources is referenced, with an attempt to apply the reference style 	<ul style="list-style-type: none"> Includes some essential information with critical details missing Inconsistent use and application of discipline-specific language Some information gained from sources is referenced, difficult to identify which reference style is used
Delivery is appropriate with effective audience engagement, and time management	<ul style="list-style-type: none"> Clear, strong voice with appropriate inflections emphasising key messages Responds accurately to all questions with relevant explanations and contextualisation / elaboration Keeps eye contact with audience. Minimal reliance on notes Efficient management of presentation and audience response time 	<ul style="list-style-type: none"> Clear, strong voice (i.e. all audience members hear the presentation) with a variety of inflections Responds accurately to all questions with relevant explanations Keeps eye contact with audience. Minimal reliance on notes Efficient management of presentation time with topics reflecting their relative importance 	<ul style="list-style-type: none"> Clear, audible voice (i.e. most audience members hear the presentation), but occasionally monotone Responds accurately to all questions Keeps eye contact with audience most of the time. Frequent exclusive reliance on notes and/or slides Manages presentation within time limits 	<ul style="list-style-type: none"> Mostly clear voice, occasionally delivered at a distracting pace (i.e. too slow or too quick) and/or monotone Responds to most questions with rudimentary answers (not always clearly or completely) and fails to elaborate Makes intermittent eye contact. Frequent exclusive reliance on notes and/or slides Uneven presentation to manage time 	<ul style="list-style-type: none"> Quiet voice or pronunciation often indistinct. (i.e. audience members at the back of the room have difficulty hearing the presentation) Responds to few questions, some incomplete and/or incorrect answers Rarely makes eye contact with audience. Almost total reliance on notes and/or slides Poor time management
Relevant and appropriate support material	<ul style="list-style-type: none"> Supporting material reinforces message, clean and simple layout/structure, enhancing communication of ideas 	<ul style="list-style-type: none"> Supporting material is informative and effectively reinforces message 	<ul style="list-style-type: none"> Supporting material reinforces message 	<ul style="list-style-type: none"> Supporting material relevant; sometimes difficult to view/engage with, (i.e. some graphics/special effects distract) 	<ul style="list-style-type: none"> Supporting material is very difficult to view, layout is cluttered and confusing
Effective, cohesive teamwork	<ul style="list-style-type: none"> Functions effectively as a cohesive team with clear links and coordination between participating members All participants contributing equally to the presentation 	<ul style="list-style-type: none"> Evidence of cohesive team function with some links between members' contributions Evidence of equal contributions of group members 	<ul style="list-style-type: none"> Some evidence of cohesive team function and coordination between group members' contributions Some evidence of equal contributions in the group 	<ul style="list-style-type: none"> Limited evidence of team function and/or coordination between members' contributions Minimal evidence of reasonably balanced contributions between group members 	<ul style="list-style-type: none"> Limited evidence of coordination between members' contributions Variable contributions between group members

STAGE (2): STUDENT PEER ASSESSMENT (USING SAME RUBRIC AS INSTRUCTOR)

PEER ASSESSMENT IN 3 STAGES

	High Distinction	Distinction	Credit	Pass	N (Not yet satisfactory)
Addresses the current Quality Assurance Regulatory Issues Weighting 30%	<ul style="list-style-type: none"> Student assessment of all points in rubric criteria accurately aligned with Group performance 	<ul style="list-style-type: none"> Student assessment of all points in rubric criteria mostly accurately aligned with Group performance 	<ul style="list-style-type: none"> Student assessment of most points in rubric criteria mostly accurately aligned with Group performance 	<ul style="list-style-type: none"> Student assessment of most of the essential points in rubric criteria mostly accurately aligned with Group performance, but some aspects poorly aligned 	<ul style="list-style-type: none"> Student assessment of most of the points in rubric criteria inconsistent with Group performance
Delivery is appropriate with effective audience engagement, and time management Weighting 20%	<ul style="list-style-type: none"> Student assessment of all points in rubric criteria accurately aligned with Group performance 	<ul style="list-style-type: none"> Student assessment of all points in rubric criteria mostly accurately aligned with Group performance 	<ul style="list-style-type: none"> Student assessment of most points in rubric criteria mostly accurately aligned with Group performance 	<ul style="list-style-type: none"> Student assessment of most of the essential points in rubric criteria mostly accurately aligned with Group performance, but some aspects poorly aligned 	<ul style="list-style-type: none"> Student assessment of most of the points in rubric criteria inconsistent with Group performance
Relevant and appropriate support material Weighting 30%	<ul style="list-style-type: none"> Student assessment of all points in rubric criteria accurately aligned with Group performance 	<ul style="list-style-type: none"> Student assessment of all points in rubric criteria mostly accurately aligned with Group performance 	<ul style="list-style-type: none"> Student assessment of most points in rubric criteria mostly accurately aligned with Group performance 	<ul style="list-style-type: none"> Student assessment of most of the essential points in rubric criteria mostly accurately aligned with Group performance, but some aspects poorly aligned 	<ul style="list-style-type: none"> Student assessment of most of the points in rubric criteria inconsistent with Group performance
Effective, cohesive teamwork Weighting 20%	<ul style="list-style-type: none"> Student assessment of all points in rubric criteria accurately aligned with Group performance 	<ul style="list-style-type: none"> Student assessment of all points in rubric criteria mostly accurately aligned with Group performance 	<ul style="list-style-type: none"> Student assessment of most points in rubric criteria mostly accurately aligned with Group performance 	<ul style="list-style-type: none"> Student assessment of most of the essential points in rubric criteria mostly accurately aligned with Group performance, but some aspects poorly aligned 	<ul style="list-style-type: none"> Student assessment of most of the points in rubric criteria inconsistent with Group performance

Back

Relevant to an assessment task which focuses on

- **Providing spontaneous oral feedback in a professional manner**

**AQF
6**

	High Distinction (80-100%)	Distinction (70-79%)	Credit (60-69%)	Pass (50-59%)	N (Not yet satisfactory) (0-49%)
Peer feedback is improvement-orientated and guides action	<ul style="list-style-type: none"> • Feedback is specific and actionable, guiding the peer on how the task can be improved 	<ul style="list-style-type: none"> • Feedback indicates to the peer how the task can be improved 	<ul style="list-style-type: none"> • Feedback outlines to the peer how the task can be improved 	<ul style="list-style-type: none"> • Feedback to the peer lacks detail on how the task can be improved 	<ul style="list-style-type: none"> • Unclear feedback to the peer on how the task can be improved
Language of feedback is appropriate	<ul style="list-style-type: none"> • Language is appropriate, encouraging and courteous 	<ul style="list-style-type: none"> • Language is appropriate, generally encouraging and courteous 	<ul style="list-style-type: none"> • Language is appropriate and mostly encouraging 	<ul style="list-style-type: none"> • Language is mostly appropriate with few negative connotations 	<ul style="list-style-type: none"> • Language is occasionally discouraging and/or negative

Back

Relevant to an assessment task which focuses on

- **Improving** a draft version of a document

Provide a template to structure the student feedback. (Structuring the feedback template to follow the rubric criteria of the of the assessment task)

	High Distinction (80-100%)	Distinction (70-79%)	Credit (60-69%)	Pass (50-59%)	N (Not yet satisfactory) (0-49%)
Feedback recognises the material's strengths and weaknesses	<ul style="list-style-type: none"> • Identifies all the key strengths and weaknesses (including gaps) in the material 	<ul style="list-style-type: none"> • Identifies many strengths and weaknesses (including gaps) in the material 	<ul style="list-style-type: none"> • Identifies some key strengths and weaknesses (including gaps) in the material , 	<ul style="list-style-type: none"> • Identify some strengths and weaknesses (including gaps) in the material, with limited attention to the key aspects 	<ul style="list-style-type: none"> • Limited attempts to identify strengths or weaknesses (including gaps) of the material. Feedback sometimes unclear or inaccurate
Feedback is improvement-orientated and guides action rather than simply noting whether "correct" or "incorrect"	<ul style="list-style-type: none"> • Feedback is specific and constructive. As relevant, balances improvement-orientated advice across both the subject matter and the structure of the material • As relevant, all of the following language/scholarly elements addressed: language conventions, quotations, in-text citations, end-of-text references 	<ul style="list-style-type: none"> • Feedback is constructive. As relevant, balances advice across both the subject matter and the structure of the material • As relevant, at least 3 of the following language/scholarly elements addressed: language conventions, quotations, in-text citations, end-of-text references 	<ul style="list-style-type: none"> • Feedback is mostly constructive with minimal corrective comments. Advice is unbalanced focusing more on the subject matter or the structure of the material, but with some reference to both • At least 2 of the following language/scholarly elements addressed: language conventions, quotations, in-text citations, end-of-text references 	<ul style="list-style-type: none"> • Attempts to provide constructive rather than corrective comments. Advice is unbalanced, addressing only the subject matter or the structure of the material • At least 2 of the following language/scholarly elements addressed: language conventions, quotations, in-text citations, end-of-text references. Many opportunities for improvement overlooked 	<ul style="list-style-type: none"> • Feedback comprises mostly corrective comments rather than constructive advice. • Overlooks many opportunities for improvement to the language/scholarly elements.
Language of feedback is appropriate	<ul style="list-style-type: none"> • Language accurately applies professionally appropriate terms, and is overall encouraging 	<ul style="list-style-type: none"> • Language is appropriate, includes some professionally appropriate terms, and is generally encouraging 	<ul style="list-style-type: none"> • Language is appropriate and mostly encouraging 	<ul style="list-style-type: none"> • Language is mostly appropriate with few negative connotations 	<ul style="list-style-type: none"> • Language is mostly discouraging and/or negative

Back

Relevant to an assessment task which focuses on

- **Reflection** - ie asks students to reflect on their skills or practice and set goals to improve that practice
- **Portfolio** - ie requires a compilation of a variety of artefacts in a portfolio

	High Distinction (80-100%)	Distinction (70-79%)	Credit (60-69%)	Pass (50-59%)	N (Not yet Satisfactory (0-49%))
Goals Weighting 25%	<ul style="list-style-type: none"> • Goals address both musicianship and study, and are clear, succinct and directly relate to all 5 SMART elements. 	<ul style="list-style-type: none"> • Goals address both musicianship and study are clear and relate to all 5 SMART elements. 	<ul style="list-style-type: none"> • Goals address musicianship and/or study are mostly clear and relate to at least 4 of the 5 SMART elements. 	<ul style="list-style-type: none"> • Attempts to establish goals addressing musicianship and/or study – includes at least 3 of the 5 SMART elements. 	<ul style="list-style-type: none"> • Attempts to establish goals addressing musicianship and/or study – includes at least 2 of the 5 SMART elements.
Practice schedule Weighting 25%	<ul style="list-style-type: none"> • Practice schedule relates directly to musicianship goals including all 5 SMART elements with appropriate incremental progressions. 	<ul style="list-style-type: none"> • Practice schedule relates to musicianship goals including all 5 SMART elements. 	<ul style="list-style-type: none"> • Practice schedule mostly relates to musicianship goals including at least 4 of the 5 SMART elements. 	<ul style="list-style-type: none"> • Practice schedule attempts to address musicianship goals including at least 3 of the 5 SMART elements. 	<ul style="list-style-type: none"> • Practice schedule attempts to address musicianship goals including at least 2 of the 5 SMART elements.
Garage band file Weighting 25%	<ul style="list-style-type: none"> • Innovates within the blues structure. Consistent tempo All in key. Volume appropriately balanced for a minimum of four instruments. 	<ul style="list-style-type: none"> • Conforms to an altered blues structure. Consistent tempo All in key. Volume appropriately balanced for a minimum of three instruments. 	<ul style="list-style-type: none"> • Conforms to a simple blues structure. Mostly consistent tempo. All in key. Appropriate volume, for the range of instruments. 	<ul style="list-style-type: none"> • Conforms to a simple blues structure. Mostly consistent tempo. Mostly in key. Appropriate volume, for at least two of the instruments without distortion. 	<ul style="list-style-type: none"> • Mostly conforms to a simple blues structure. Attempts consistent tempo. Mostly in key. Appropriate volume, for at least one instrument.
Reflection Question Weighting 25%	<ul style="list-style-type: none"> • Clearly identifies a significant challenge related to the portfolio components • Proposes a strategy to directly reduce the negative impact of the challenge. 	<ul style="list-style-type: none"> • Clearly identifies a challenge related to the portfolio components • Proposes a strategy to reduce the negative impact of the challenge. 	<ul style="list-style-type: none"> • Identifies a challenge mostly related to the portfolio components • Proposes a strategy that could potentially reduce the negative impact of the challenge. 	<ul style="list-style-type: none"> • Identifies a challenge not necessarily related to the portfolio components • Proposes a strategy that may or may not reduce the negative impact of the challenge. 	<ul style="list-style-type: none"> • Identifies a challenge unrelated to the portfolio components • Strategy to reduce the negative impacts is unlikely to be effective and/or strategy is unclear/incomplete.

Back

Relevant to an individual assessment task which focuses on

- **Information poster** designed for professionals in the discipline –in contrast to a general, eye-catching poster designed for the public-
- **Completed individually** and submitted directly to the dropbox with no accompanying documentation and/or presentation

	High Distinction (80-100%)	Distinction (70-79%)	Credit (60-69%)	Pass (50-59%)	N (Not yet satisfactory) (0-49%)
Coherent distillation of information suitable for a poster format Weighting 30%	<ul style="list-style-type: none"> • Introduction / background concisely communicates the purpose of the poster through succinct and specific aims • Results and valid interpretation of relevant information are clearly linked the aims and multiple aspects discussed in the context of relevant literature • Justification of conclusion comprises a concise account of key findings that link back to the aims/objectives 	<ul style="list-style-type: none"> • Introduction / background clearly communicates the purpose of the poster through focussed aims • Results and interpretation of information are linked the aims and discussed in the context of relevant literature • Justification of conclusion clearly based on material presented 	<ul style="list-style-type: none"> • Introduction / background communicates the purpose of the poster through aims • Results and interpretation of information are mostly linked the aims and mostly discussed in the context of literature • Justification of conclusion relate to material presented 	<ul style="list-style-type: none"> • Introduction / background communicates the purpose of the poster • Attempts to link results and/or interpretation of information to the aims and occasionally discussed in the context of literature • Reasoning behind conclusion occasionally weak 	<ul style="list-style-type: none"> • Introduction / background communicates most of the key elements to be covered • Limited attempt to link results and/or interpretation of information to the aims and limited acknowledgement of literature • Reasoning behind conclusion are unclear and/or incomplete
Informative application of chemistry-specific content Weighting 25%	<ul style="list-style-type: none"> • Covers multiple chemical aspects of the topic, includes illustrative examples and relevant equations, formulae, figures, tables etc. • Chemistry-specific terms are well-defined and integrated into the poster • All information gained from external sources is appropriately referenced with most accurately following the reference style 	<ul style="list-style-type: none"> • Covers key chemical aspects of the topic, including equations, formulae, figures, tables etc. • Chemistry-specific terms are well-defined and used appropriately • All information gained from external sources is appropriately referenced with inconsistent application of the reference style 	<ul style="list-style-type: none"> • Includes essential information about the chemical aspects of the topic and some equations, formulae, figures, tables etc. • Chemistry -specific terms are defined and used appropriately • Most information gained from external sources is referenced with an attempt to apply the reference style 	<ul style="list-style-type: none"> • Includes most essential information about the chemical aspects of the topic and some equations, formulae, figures, tables etc. from chemical equations, formulae, figures, tables etc. • Most chemistry-specific terms are defined, application is occasionally incorrect • Most information gained from external sources is referenced, erratic use of a reference style 	<ul style="list-style-type: none"> • Includes some essential information about the chemical aspects of the topic with critical details missing from equations, formulae, figures, tables etc. • Inconsistent use and application of chemistry -specific language • Some information gained from external sources is referenced, difficult to identify which reference style is used
Relevant and appropriate Poster style / format Weighting 15%	<ul style="list-style-type: none"> • Poster has a clean and simple layout that demonstrates good poster design principles • Organisation of information is clear, logical, appropriately sequenced and consistent throughout • Graphical and tabular information is simple (without extraneous details) and clear and appropriately labelled 	<ul style="list-style-type: none"> • Poster layout effectively conveys the message • Organisation of information is clear, consistent and appropriately sequenced with an introduction, discussion/results and conclusion • Graphical and tabular information is clear (with minimal extraneous details) and appropriately labelled 	<ul style="list-style-type: none"> • Poster layout reinforces message • Organisation of information is clear, and mostly appropriately sequenced with an introduction and conclusion • Graphical and tabular information is mostly clear and appropriately labelled 	<ul style="list-style-type: none"> • Poster layout relevant; sometimes difficult to view/engage with, (i.e. some graphics or special effects distract) • Attempts to organise information is evident • Graphical and tabular information is sometimes difficult to view/engage with and mostly appropriately labelled 	<ul style="list-style-type: none"> • Poster layout is very difficult to view, layout is cluttered and confusing • Limited attempt at organising information in a coherent order • Graphical and tabular information is inconsistently presented with some essential information, including labels, missing

Back

Relevant to an assessment task which focuses on

- Learning from **experience**
- Connecting **readings** to experience
- Developing **reflective thinking and writing**

	High Distinction (80-100%)	Distinction (70-79%)	Credit (60-69%)	Pass (50-59%)	N (Not yet satisfactory) (0-49%)
Reflection	<ul style="list-style-type: none"> • Reflection is a multi-faceted, succinct analysis of the critical learning experiences. 	<ul style="list-style-type: none"> • Reflection is a multi-faceted analysis some key learning experiences. 	<ul style="list-style-type: none"> • Reflection is a simple analysis of the learning experiences. 	<ul style="list-style-type: none"> • Reflection is a description of the learning experiences, missing some key insights. 	<ul style="list-style-type: none"> • Reflection is an incomplete description of some learning experiences, missing many key insights.
Connection of learning to the unit and outside experiences	<ul style="list-style-type: none"> • Explicitly connects the experience, unit content and past learning (e.g. previous units, life experiences, future goals) • Reflection explains the learning process and implications for future learning. 	<ul style="list-style-type: none"> • Connects the experience to unit content and/or learning. • Reflection explains the learning process. 	<ul style="list-style-type: none"> • Mostly connects the experience to unit content and/or learning; • Reflection demonstrates some thinking about learning. 	<ul style="list-style-type: none"> • Limited connections between the experience and unit content and/or learning. • Reflection mentions some learning. 	<ul style="list-style-type: none"> • Connections between the experience and unit content and/or learning is unclear/substantially incomplete • Reflection is unclear and/or substantially incomplete to address any learning.
Connection to readings	<ul style="list-style-type: none"> • Insightful and clear connections between the experience and the readings. 	<ul style="list-style-type: none"> • Clear connections between the experience and readings. 	<ul style="list-style-type: none"> • Some connections between the experience and readings. 	<ul style="list-style-type: none"> • Occasionally unclear connection to the experience and/or readings. 	<ul style="list-style-type: none"> • Limited connection to readings or connections are irrelevant.
Writing	<ul style="list-style-type: none"> • Writes in the first person. • Writes with clarity and fluency and is mostly error-free. 	<ul style="list-style-type: none"> • Writes in the first person. • Writes with clarity and is mostly error-free. 	<ul style="list-style-type: none"> • Writes in the first person. • Writing generally conveys meaning. 	<ul style="list-style-type: none"> • . Writes mostly in the first person • Writing generally conveys ideas, and errors may sometimes impede meaning. 	<ul style="list-style-type: none"> • Sometimes writes in the first person. • Writing often impedes meaning because of errors in usage.

Back