

THE DESIGN AND USE OF ASSESSMENT RUBRICS

Produced by the Oxford Centre for Staff and Learning Development, 2020

Assessment rubrics present the marking criteria for an assessment task mapped against statements that describe performance standards - the qualities and features of work that will achieve the different grades available. A clear rubric enables transparency in assessment: it is a useful tool for marking teams and for students.

More than two hundred rubrics were reviewed in 2018 to explore features and good practice in their design and use. This guidance note was developed following that review.

Design

1. Develop a rubric for each type of assessment task a student is asked to complete.
2. Within a programme, use the same rubric for a given type of assessment task across modules within a level of study.
3. Set out clearly each of the criteria that will be assessed for a given type of assessment task.
4. Show the weighting of each criterion in determining the grade awarded for the work.
5. Use criteria that describe features of the assessment task itself (for example, abstract, literature review and methods for a research project and voice and slide design for a screencast) and/or that describe knowledge and its application within the context of the assessment task, for example, critical understanding, analysis and synthesis, evaluation.
6. Describe the features and qualities of the work (performance standards) for each criterion separately in clear and simple English.
7. Describe the performance standards for each degree class and for work that fails to meet the pass mark expressed on a scale shown in percentages. For undergraduate work also show the related GPA score.

Use

1. Share rubrics with students at the beginning of each module, in module handbooks and also in Moodle/ grademark.
2. Use assessment rubrics during in-class activities with students to encourage self- and peer- assessment and to develop students' understanding of the performance standards and criteria in use for their work.
3. When offering feedback to students on their performance, provide comments that reflect the statements in the assessment rubric so students can make links between their performance and the criteria that were used to assess it.

Percentage %	70+		60+		50+		40+		30+	0-29
GPA	4.5	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.0	0.0
Understanding of the topic	<i>Comprehensive</i> understanding of the topic, with a <i>thorough exploration</i> and <i>appropriate evaluation</i> of the main issues.		Evidence of understanding of the topic with the main issues explored and appropriately evaluated.		<i>Basic</i> understanding of the topic demonstrated with <i>many issues explored and evaluated</i> .		<i>Limited</i> understanding of the topic with only a few relevant issues explored. <i>Descriptive</i> , with little or no evaluation.		<i>Incomplete</i> understanding of topic area. May contain repetitive and/or irrelevant material.	No understanding of topic is shown.
Weighting:										