

# Sample Rubrics

For guidance and advice in filling out the standard descriptors for each criteria, read the How-to sections included in Teach HQ's Rubrics page, especially taking time to consider the four elements included in the section on [selecting the right information to create a rubric](#). The below samples all use Monash's HD - N range, and have multiple criteria.

The criteria, as well as other considerations unique to the particular assessment, will:

- include key learning objectives of the assessment;
- be correlated in some way to the unit's overall Learning Objectives;
- represent the key expectations of the assessment;
- include a weighting for each criterion.

The details found under the 'HD, D, C, P and N' headings are the descriptors of each 'level'.

It is important to include **student exemplars** that allow for a clear definition of the 'adjectives' or phrases that distinguish between the descriptors. For example, 'insightful and comprehensive reflections and justifications' compared to 'comprehensive reflections and justifications'.

## Sample 1: Reflection

Students have been asked to design and carry out a series of lessons for an intervention, e.g. literacy, numeracy for a specific primary school aged cohort.

Learning Objectives & Criteria	HD - High Distinction (80-100%) Demonstration of extended knowledge, skills and attributes at an exceptional level, showing fluency, originality and integration of concepts	D - Distinction (70-79%) Demonstration of extended knowledge, skills and attributes at a superior level, showing fluency and emerging originality and integration of concepts.	C - Credit (60-69%) Demonstration of fundamental knowledge, skills and attributes at a proficient level, showing fluency in concepts.	P - Pass (50-59%) Demonstration of fundamental knowledge, skills and attributes at a satisfactory level.	N - Fail (0-49%) Lack of satisfactory demonstration of fundamental knowledge, skills and expected attributes.
<p><b>Reflect</b> on the strategy chosen and justify how the strategy is suitable for the cohort based on their specific needs.</p> <p>50%</p>	<p>Insightful and comprehensive reflections and justifications, demonstrating exceptional understanding, awareness and/or growth in educational pedagogy. Reflection takeaways are clearly identified, pedagogically grounded, and highly actionable.</p>	<p>Comprehensive reflections and justifications demonstrating a high level of understanding, awareness and/or growth in educational pedagogy. Reflection takeaways are identified and actionable.</p>	<p>Reasonable reflections and justifications demonstrating a good level of understanding, awareness and/or growth in educational pedagogy. Reflection takeaways are mostly identified and generally actionable.</p>	<p>Adequate Reflections and justifications that indicate some knowledge, understanding and growth in educational pedagogy. Reflection takeaways are satisfactorily identified and actionable.</p>	<p>Deficiencies in reflective insight and justifications. Lacking a clear understanding of educational pedagogy. Takeaways that are provided are incomplete.</p>
<p><b>Evaluate</b> the effectiveness of the pedagogical and/or instructional design models used.</p> <p>50%</p>	<p>Expert and critical evaluation of educational models and current best practices in light of experiences. Provides exceptional depth and breadth of insights, recommendations, analyses and considerations on the current educational concepts.</p>	<p>Critical evaluation of educational models and current best practices in light of experiences. Provides depth and breadth in insights, recommendations, analyses and considerations on the current educational concepts.</p>	<p>Provides a considered evaluation of educational models and current best practices in light of experiences. Generally provides insight, recommendations, analyses and considerations on the current educational concepts.</p>	<p>Provides some evaluation of educational models and current best practices in light of experiences. Provides some insights, recommendations, analyses and considerations on the educational concepts.</p>	<p>Attempts at evaluating educational models and current best practices in light of experiences are inconsistently present, though may be insufficient and/or lack the foundational knowledge.</p>

## Sample 2: Presentation

Students have been asked to present their analysis of a business plan and justify changes they have made to it in order to bring it in line with industry expectations and best practice.

Learning Objectives & Criteria	HD - High Distinction (80-100%) Demonstration of extended knowledge, skills and attributes at an exceptional level, showing fluency, originality and integration of concepts	D - Distinction (70-79%) Demonstration of extended knowledge, skills and attributes at a superior level, showing fluency and emerging originality and integration of concepts.	C - Credit (60-69%) Demonstration of fundamental knowledge, skills and attributes at a proficient level, showing fluency in concepts.	P - Pass (50-59%) Demonstration of fundamental knowledge, skills and attributes at a satisfactory level.	N - Fail (0-49%) Lack of satisfactory demonstration of fundamental knowledge, skills and expected attributes.
<p><b>Analyse</b> business plan in light of current market analysis and professional best practices</p> <p><b>30%</b></p>	<p>Skilful, comprehensive &amp; accurate analysis of the business plan's strengths and limitations. Insightful links clearly established between business plan and current market.</p>	<p>Comprehensive and accurate analysis of strengths and limitations in the provided business plan. Clear links established between business plan and current market.</p>	<p>Competent analysis of the strengths and limitations identified in the business plan. Links established between business plan and current market.</p>	<p>Sufficient analysis of the strengths and limitations identified in the business plan. Attempts to link the business plan to the current market are present.</p>	<p>Simple or incomplete analysis of the limited strengths and limitations identified in the business plan. Business plan analysis lacks current market links.</p>
<p><b>Justify</b> changes to the business plan by demonstrating a deep understanding of relevant core unit content</p> <p><b>50%</b></p>	<p>Skilful engagement and integration of relevant and highly connected sources to justify changes. Presents an insightful and thorough rationale that is closely aligned with industry and relevant unit content.</p>	<p>Clear engagement and integration of relevant and connected sources to justify changes. Presents a thorough rationale that is well aligned with industry and relevant unit content.</p>	<p>Competent engagement and integration of relevant sources to justify changes. Presents a competent rationale that is aligned with industry and unit content.</p>	<p>Sufficient engagement and integration of relevant sources to justify changes. Offers a rationale that is mostly aligned with industry and unit content.</p>	<p>Insufficient engagement and integration of relevant sources to justify changes. Lacks industry and unit aligned rationale to justify changes.</p>
<p><b>Communicate</b> analysis and changes using professional oral presentation skills</p> <p><b>20%</b></p>	<p>Exploits the conventions of the discipline to communicate at an expert level, with highly developed skills in delivery, presentation of content, and structure. Presentation is engaging, meaningful, and flows. Visual aids connect, benefit and highlight oral presentation.</p>	<p>Uses the conventions of the discipline to communicate at a professional level, with well developed skills in delivery, presentation of content, and structure. Presentation is engaging, meaningful, and flows. Visual aids connect and benefit the oral presentation.</p>	<p>Uses the conventions of the discipline to communicate at an effective level, with adequate skills in delivery, presentation of content, and structure. Presentation is informative and generally well sequenced. Visual aids are used and generally benefit the presentation.</p>	<p>Uses some of the conventions of the discipline to communicate appropriately, with basic skills in delivery, presentation of content, and structure. Little use of visual aids to enhance the presentation.</p>	<p>Communicates information or ideas with limited clarity. Has inadequate skills in delivery, presentation of content, and structure. Little or no use of visual aids.</p>

## Blank Rubric

<b>Learning Objectives &amp; Criteria</b>	<b>HD - High Distinction (80-100%)</b> Demonstration of extended knowledge, skills and attributes at an exceptional level, showing fluency, originality and integration of concepts	<b>D - Distinction (70-79%)</b> Demonstration of extended knowledge, skills and attributes at a superior level, showing fluency and emerging originality and integration of concepts.	<b>C - Credit (60-69%)</b> Demonstration of fundamental knowledge, skills and attributes at a proficient level, showing fluency in concepts.	<b>P - Pass (50-59%)</b> Demonstration of fundamental knowledge, skills and attributes at a satisfactory level.	<b>N -Fail (0-49%)</b> Lack of satisfactory demonstration of fundamental knowledge, skills and expected attributes.
<b>Verb /Student action being assessed + details of that action</b>  X%					
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