Example Rubrics

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Example marking criteria and standards
Marking criteria and standards can be presented in different formats. A set of criteria and standards can be presented in either list or table format; or a combination. Formats are presented with examples below.

Table format
The most common format is a table where criteria aligned to learning outcomes are defined in the first column and the standards related to the criteria are on the right for each passing grade. A fail grade column is not required but some lecturers like to add it and it can be very helpful for the student to know what constitutes a Fail. It may also be mandated by your School or Faculty.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>HD</th>
<th>DI</th>
<th>CR</th>
<th>PS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification and explanation of issue related assessment and/or intervention considerations for a client</td>
<td>Answer identifies and evaluates all core and some additional considerations for entry-level assessment and/or intervention with the client, including identification, documentation, and integration of assessment and/or intervention data.</td>
<td>Answer identifies and analyses all core and some additional considerations for entry-level assessment and/or intervention with the client, including identification, documentation, and integration of assessment and/or intervention data.</td>
<td>Answer identifies and discusses all core considerations required for entry-level assessment and/or intervention with the client, including identification, documentation, and integration of assessment and/or intervention data.</td>
<td>Answer identifies and explains all core considerations required for entry-level assessment and/or intervention with the client, including identification, documentation, and integration of assessment and/or intervention data.</td>
</tr>
</tbody>
</table>
See List Format over page...
List format
A list format can also be used where criteria are listed at the top and a set of standards grouped under the grade heading. The criteria are required to be defined and not just the standards under each heading. See the Assessment Principles Policy for further information in the Section 2 - GLOSSARY for a definition of criteria and standards.

Criteria
- Follows established criteria for the role of the mediator in the introduction to a mediation session
- Uses effective communication skills to explain the mediation process
- Adheres to practice standards & ethical obligations

HD standard
- Introduces the mediator, clearly identifies and welcomes the parties, sets boundaries and expectations, covers all the essential criteria to explain the mediation process in a manner that demonstrates in-depth knowledge of the set readings and provides evidence of further research, displays a calm, confident and purposeful manner
- Speaks clearly, displays confidence and self-awareness in posture, gestures, eye contact and vocal expressiveness, uses coherent, well-formed, grammatically correct sentences, uses neutral, non-judgemental and inclusive language that is appropriate to the audience
- Demonstrates extensive knowledge of practice standards and ethical obligations and transmits that in a transparent way to the parties.

D standard
- Introduces the mediator, identifies and welcomes the parties, covers all the essential criteria to explain the mediation process in a manner that incorporates the major elements of the set readings, displays a calm, confident and purposeful manner
- Speaks clearly, displays confidence in posture, gestures, eye contact and vocal expressiveness, uses well-formed, grammatically correct sentences, uses neutral, non-judgemental language
- Demonstrates thorough knowledge of practice standards and ethical obligations.

CR standard
- Introduces the mediator, identifies the parties, covers all the essential criteria to explain the mediation process in a manner that incorporates elements of the set readings, displays a calm, confident, purposeful manner
- Speaks clearly, displays confidence in posture, gestures, eye contact and vocal expressiveness, uses grammatically correct sentences
- Demonstrates knowledge of practice standards and ethical obligations

PS standard
- Introduces the mediator, identifies the parties, explains the mediation process in a straightforward manner that demonstrates an awareness of the set readings
- Speaks clearly
- Covers at a minimum confidentiality, impartiality and voluntariness of the mediation process

See Table/List Format Combination over page...
Table/List format combination
The list format can also be used in a combination list and table where the criteria are listed at the top and the grades and standards are in a table.

Criteria
- Demonstrates knowledge and understanding of the role of race and racism in health care provision
- Selects and uses appropriate terminology and respectful language (Professional Communication).

<table>
<thead>
<tr>
<th>HD</th>
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<tbody>
<tr>
<td>The role of race and racism in health care provision and how race and racism contribute to the current health status of Indigenous Australian peoples have been critically examined.</td>
<td>The role of race and racism in health care provision and how race and racism contribute to the current health status of Indigenous Australian peoples have been explained.</td>
<td>The role of race and racism in health care provision and how race and racism contribute to the current health status of Indigenous Australian peoples have been described.</td>
<td>Outlines broad and relevant content on the role of race and racism in health care provision and how race and racism contribute to the current health status of Indigenous Australian peoples.</td>
</tr>
<tr>
<td>All language and terminology uses are appropriate and informed.</td>
<td>Language and terminology choices allow for diversity and do not ‘generalise’ Indigenous people or cultures.</td>
<td>Accompanies any racial or historical terms used with an explanation.</td>
<td>Mostly avoids common terminology issues. Uses appropriate non-racial terms to describe groups of people.</td>
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</table>
### Multiple Choice Questions

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Students will be required to complete a series of multiple choice questions (20 questions work 1 mark each) by selecting the most appropriate responses from a selection of four choices. Questions will assess student’s knowledge about...</td>
<td>Select correct answers for a minimum of 85% of the multiple choice questions.</td>
<td>Select correct answers for between 75% and 84% of the multiple choice questions.</td>
<td>Select correct answers for between 65% and 74% of the multiple choice questions.</td>
<td>Select correct answers for between 50% and 64% of the multiple choice questions.</td>
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</tbody>
</table>

Or

Questions will assess students skills and knowledge in ...(list topics here)

### Short Answer Questions

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</thead>
<tbody>
<tr>
<td>Responses to the short answer questions demonstrate knowledge, understanding and skills of ...</td>
<td>To meet this level you will attain a cumulative mark between 85%-100% for this section of the examination that consists of X short answer questions with X marks available for each. Overall, in meeting this level you will demonstrate comprehensive knowledge of the concepts through your descriptions, explanations and discussion of the content.</td>
<td>To meet this level you will attain a cumulative mark between 75%-84% for this section of the examination that consists of X short answer questions with X marks available for each. Overall, in meeting this level you will demonstrate well-considered knowledge of the concepts through your descriptions and explanations of the content.</td>
<td>To meet this level you will attain a cumulative mark between 65%-74% for this section of the examination that consists of X short answer questions with X marks available for each. Overall, in meeting this level you will demonstrate sound knowledge of the concepts through your descriptions, explanations and discussion of the content.</td>
<td>To meet this level you will attain a cumulative mark between 50%-64% for this section of the examination that consists of X short answer questions with X marks available for each. Overall, in meeting this level you will demonstrate knowledge of the concepts through your descriptions of the content.</td>
</tr>
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<td>Responses to the long answer questions demonstrate knowledge and understanding of ... [topics/concepts drawing on skills in graphs, tables and images to illustrate and communicate knowledge]</td>
<td>To meet this level you will attain a cumulative mark between 85%-100% for this section of the examination that consists of X long answer questions with X marks available for each. Overall, in meeting this level you will demonstrate comprehensive knowledge of the concepts through your descriptions, explanations and discussion of the content. Graphs, tables and images will be correctly and clearly labelled and explanations will link to the diagrams as needed.</td>
<td>To meet this level you will attain a cumulative mark between 75%-84% for this section of the examination that consists of X long answer questions with X marks available for each. Overall, in meeting this level you will demonstrate well-considered knowledge of the concepts through your descriptions and explanations of the content. Graphs, tables and images will be correctly and clearly labelled and explanations will link to the diagrams as needed.</td>
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