Rubric design - Below is an annotated example of a rubric. Follow the numbered boxes which explain certain characteristics that make a rubric effective.

1. Synonyms for range descriptors – these define the range of quality. The choices are used in the descriptions (in green).

2. Criteria are subsets of a CLO and are statements of the general skill/knowledge required, but not the specific components that make up that skill/knowledge. Include total marks. Include relevant CLO

3. An enhanced descriptor – key aspects:
   - uses a synonym of the range
   - includes possible components of the criterion students could focus on
   - includes suggestion that

4. Explanation of the choice of wording used in the descriptor

	HD	D	C	P	F
	Innovative, outstanding, shrewd, discerning, astute, out of the box, highly distinguished, exceptional, remarkable, eye-catching, memorable, highly original, insightful	Exemplary, skilful, impressive, leading, noteworthy, important, valuable, great, considerable, high, strong, compelling, potent, powerful, substantial, distinctive, excellent	Creditable, praiseworthy, admirable, commendable, laudable, deserving, honest, prudent, solid, convincing, good	Acceptable, valid, apt, satisfactory, accurate, sound, cogent, faithful, relevant, justified, passable	Insufficient, deficient, unacceptable, ambiguous, weak, wrong
Define various feedback systems (20%) (CLO1)	The report is characterised by *outstanding discussion of* elements such as: definitions of feedback systems, logically connected explanations of their roles, identified examples explained thoroughly.	The report is characterised by **skilful discussion of** elements such as: definitions of feedback systems, logically connected explanations of their roles, identified examples explained thoroughly.	The report is characterised by *convincing discussion of some* elements such as: definitions of feedback systems, logically connected explanations of their roles, identified examples explained thoroughly	The report is characterised by a passable discussion of elements such as: definitions of feedback systems, logically connected explanations of their roles, identified examples explained thoroughly	The report is characterised by an insufficient discussion of elements such as: definitions of feedback systems, logically connected explanations of their roles, identified examples explained thoroughly.
	This student may include other elements that you deem as highly distinctive in nature. By saying 'such as' you provide yourself that flexibility to award this grade even if the stated elements are not all included in the answer – but you are also guiding the students as to what they could focus on. Outstanding discussion would likely also include cohesion and concision, BUT THIS WOULD DEPEND ON IF THERE IS A SPECIFIC WRITING CRITERION (as there is below)	This student may answer some elements in a HD manner, but others less than that, and so tend to fall into D range. Or they may not include enough elements to be HD even though what is discussed is of HD nature. It may be that the expression isn't HD worthy, lacking concision perhaps.	This student may not include some of the elements stated or may include them all to your satisfaction but only in a credit worthy manner. They may answer some elements better than that, but others less convincingly and so overall they receive a credit.	As with the credit range, this student may provide partially better responses than pass level, but overall, they fall into the range.	This range is used for answers that you feel don't satisfy meeting the criterion. Some elements may be there, but some not. Your feedback would indicate which were not. This covers complete omissions but also poorly written and explained/articulated discussions.

Result analysis (60%) CLO3	The results analysis, which may comprise of the following elements, is **highly distinctive** in nature: identification of **all relevant** aspects presented in the case; a comprehensive and logical analysis discussion to form a narrative that is specifically applicable to the presented case.	The results analysis which may comprise of the following elements, is **excellent** in nature: identification of **most relevant** aspects presented in the case; a comprehensive and logical analysis discussion to form a narrative that is specifically applicable to the presented case.	The results analysis, which may comprise of the following elements, is **good** in nature: identification of **relevant** aspects presented in the case; a logical analysis discussion to form a narrative that is specifically applicable to the presented case.	The results analysis, which may comprise of the following elements, is **sound** in nature: identification of aspects presented in the case; a logical analysis discussion to form a narrative that is specifically applicable to the presented case.	The results analysis, which may comprise of the following elements, is **lacking** in nature: identification of **relevant** aspects presented in the case; a logical analysis discussion to form a narrative that is specifically applicable to the presented case.
Academic writing (20%) CLO5	The report is presented and written in a **highly distinctive** manner, displaying such qualities as: **Highly** organised, following a logical sequence and is formatted as per the requirements of the assignment. The writing is **very** concise and articulate with accurate use of language (appropriate physiological terminologies) The report follows the APA 7th referencing style**.** The citations were used purposefully, and references were relevant.	The report is presented and written in a **compelling** manner, displaying such qualities as: **Highly** organised, following a logical sequence and is formatted as per the requirements of the assignment. The writing is concise and articulate with accurate use of language (appropriate physiological terminologies) The report follows the APA 7th referencing style. The citations were used purposefully, and references were relevant.	The report is presented and written in a **convincing** manner, displaying such qualities as: **Well** organised, following a logical sequence and is formatted as per the requirements of the assignment. The writing is **usually** concise and articulate with accurate use of language (appropriate physiological terminologies) The report follows the APA 7th referencing style. The citations were used purposefully, and references were relevant.	The report is presented and written in a **satisfactory** manner, displaying such qualities as: **Organised**, mostly following a logical sequence and is formatted as per the requirements of the assignment. The writing is articulate with accurate use of language (appropriate physiological terminologies) The report follows the APA 7th referencing style. The citations were used, and references were relevant.	The report is presented and written in an **unsatisfactory** manner, lacking such qualities as: **Organised**, mostly following a logical sequence and is formatted as per the requirements of the assignment. The writing is articulate with accurate use of language (appropriate physiological terminologies) The report follows the APA 7th referencing style. The citations were used, and references were relevant.
5. Explanation of the choice of wording used in the 'Academic writing' descriptors	This is perhaps the criterion that has an abundance of elements connected to it. By saying 'displaying qualities such as' the marker has flexibility in deciding if there is enough evidence in the writing/presentation to fit into the chosen range. Feedback comments would indicate which element wasn't achieved and provide understanding to the student of how they could move up to the next range in future assignments. Notice how I use 'highly' in both HD and D range – this is because in this assignment to be in these ranges highly organised is essential – it's non-negotiable. Notice how I don't label the number of errors in using referencing style – this gives me flexibility to award a HD despite some referencing errors if I think that overall, it is still of HD quality.				
Possible whole cohort feedback	Criterion 1 – quite a few students didn't go into enough detail with their examples, which limited the grade given. Criterion 2 – while most were able to identify relevant aspects of their user cases, some missed opportunities to present findings as a narrative, as part of a story that could be used to explain to a layperson. These students presented disjointed analysis. Criterion 3 – lots of students didn't follow the correct APA referencing style. Some students didn't stick to the word limit, which restricted their score because they weren't concise enough.				