

Sample Rubric 1: Live Presentations (___/20 Marks)

Performance Criteria	Unsatisfactory (0-1 Mark)	Limited (2 Marks)	Competent (3 Marks)	Exemplary (4 Marks)
Presentation of Knowledge, Application and Research	Demonstrated lack of understanding with no references or research beyond lecture notes.	Demonstrated limited understanding of content, supported by limited references and further research.	Demonstrated broad understanding of content and its application to real-life examples, often supported by references and further research.	Demonstrated a deep and critical understanding of content and its application to real-life examples, supported by references and extensive research.
Visual Aids	Lacked visual aids or contained too much text making it difficult to follow.	Included some visual aids but limited or unrelated to the topic.	Included visual aids when appropriate to enhance and reinforce ideas.	Integrated multimedia components and visual aids to enhance presentation and development of ideas.
Language Expression	Presented information without organisation and no clear progression of ideas. Information was expressed through basic vocabulary and erroneous syntax often hindering coherence.	Presented information with some organisation although sometimes lacking progression with ideas. Information was expressed through a limited range of vocabulary and syntax with noticeable errors causing some issues in comprehension.	Communicated sufficiently although sometimes mechanically with ideas logically presented. Information was expressed through a sufficient range of vocabulary and syntax with occasional errors and/or slips.	Communicated cohesively with ideas logically presented and expressed clearly. Information was expressed through a wide range of vocabulary and accurate syntax with minor errors and/or slips.
Delivery	Presenter was not prepared for presentation resulting in strong dependence on notes/slides. Presenter spoke in an inaudible, monotone or unclear voice, and held minimal or no eye contact with audience	Presenter was somewhat prepared with regular dependence on notes/slides. Presenter spoke with adequate tone, pace and intonation, and held some eye contact with audience	Presenter was prepared with an acceptable dependence on notes/slides. Presenter spoke with satisfactory tone, pace and intonation to maintain interest, and held steady eye contact with audience.	Presenter was very well-prepared with minimal dependence on notes/slides. Presenter spoke with excellent tone, pace and intonation to maintain interest and emphasise key points, whilst maintaining regular eye contact with audience.
Response to Audience	Speaker had difficulty providing requested detail or clarification.	Speaker provided limited clarification of requested detail.	Speaker provided requested detail or clarification.	Speaker accurately responded to requested details or clarifications and provided additional detail to further the discussion.

Sample Rubric 2: Recorded Video Presentation (___/20 Marks)

Performance Criteria	Unsatisfactory	Limited	Competent	Exemplary
	0-1	2	3	4
Presentation of Knowledge, Application and Research	Demonstrated lack of understanding with no references or research beyond lecture notes.	Demonstrated limited understanding of content, supported by limited references and further research.	Demonstrated broad understanding of content and its application to real-life examples, often supported by references and further research.	Demonstrated a deep and critical understanding of content and its application to real-life examples, supported by references and extensive research.
Visual Aids	Lacked visual aids or contained too much text making it difficult to follow.	Included some visual aids but limited or unrelated to the topic.	Included visual aids when appropriate to enhance and reinforce ideas.	Integrated multimedia components and visual aids to enhance presentation and development of ideas.
Language Expression	Presented information without organisation and no clear progression of ideas. Information was expressed through basic vocabulary and erroneous syntax often hindering coherence.	Presented information with some organisation although sometimes lacking progression with ideas. Information was expressed through a limited range of vocabulary and syntax with noticeable errors causing some issues in comprehension.	Communicated sufficiently although sometimes mechanically with ideas logically presented. Information was expressed through a sufficient range of vocabulary and syntax with occasional errors and/or slips.	Communicated cohesively with ideas logically presented and expressed clearly. Information was expressed through a wide range of vocabulary and accurate syntax with minor errors and/or slips.
Online Delivery	Presenter was not prepared for presentation resulting in strong dependence on notes/slides. Presenter spoke in an inaudible, monotone or unclear voice.	Presenter was somewhat prepared with regular dependence on notes/slides. Presenter spoke with adequate tone, pace and intonation.	Presenter was prepared with an acceptable dependence on notes/slides. Presenter spoke with satisfactory tone, pace and intonation to maintain interest.	Presenter was very well-prepared with minimal dependence on notes/slides. Presenter spoke with excellent tone, pace and intonation to maintain interest and emphasise key points.
Response to Audience and Peer Feedback	Presenter had difficulty providing requested detail or clarification and/or did not respond to any peers' posted comments.	Presenter provided limited clarification of requested detail and/or responded to very few of peers' posted comments.	Presenter provided requested detail or clarification and/or responded to a substantial number of peers' posted comments.	Presenter accurately responded to requested details or clarifications and provided additional detail to further discussion whilst addressing all peers' posted comments.

Sample Rubric 3: Forum Discussions (___/20 Marks)

Performance Criteria	Unsatisfactory	Limited	Competent	Exemplary
	0-2 marks	3-5 marks	6-8 marks	9-10 marks
Content, Knowledge and Understanding (10 Marks)	Demonstrates lack of understanding with no references or supporting evidence.	Demonstrates limited understanding of content, supported by limited references and evidence.	Demonstrates broad understanding and application, often supported by references and evidence. Occasionally offers a divergent perspective to the discussion.	Demonstrates a deep understanding and application of content, supported by references and evidence. Offers unique interpretations or perspectives to the discussion.
	0-1 marks	2 marks	3-4 marks	5 marks
Contribution, Critical Thinking and Reflection (5 Marks)	Contributes rarely to discussion and demonstrates no critical thinking and reflection on assumptions/views.	Contributes based on current group discussion and demonstrates limited critical thinking and reflection, often taking a position with little acknowledgement of alternative views and/or issues.	Contributes actively and demonstrates critical thinking and reflection which sustains inquiry through alternative views and/or issues.	Contributes actively and demonstrates deep, critical thinking and reflection which sustains inquiry to explore alternative views and/or issues whilst identifying solutions/limitations.
	0-1 marks	2 marks	3-4 marks	5 marks
Language Expression (5 Marks)	Presents information without organisation and no clear progression with ideas expressed through basic vocabulary and syntax with errors, spelling and/or word formation hindering readability.	Presents information with some organisation although sometimes lacking overall progression with ideas expressed through a limited range of vocabulary and syntax with noticeable errors, spelling and/or word formation.	Expresses arguments sufficiently although sometimes mechanically with ideas logically presented and expressed through a sufficient range of vocabulary and syntax with occasional errors and/or slips.	Expresses arguments cohesively with ideas logically presented and expressed clearly through a wide range of vocabulary and accurate syntax with minor errors and/or slips.

Sample Rubric 4: Rubric for Journal (___/50 Marks)

Performance Criteria	Unsatisfactory	Limited	Competent	Exemplary
	0-6 marks	7-12 marks	13-19 marks	20-25 marks
Content Knowledge of Reflection (25 marks)	Demonstrates lack of understanding and critical thinking through application, analysis and evaluation of the module content.	Demonstrates limited understanding and critical thinking through application, analysis and evaluation of the module content.	Demonstrates satisfactory understanding and critical thinking through application, analysis and evaluation of the module content.	Demonstrates deep understanding and critical thinking through application, analysis and evaluation of the module content often providing a unique interpretation or perspective.
	0-3 marks	4-8 marks	9-13 marks	14-15 marks
Professional Growth (15 marks)	Demonstrates little to no evidence of reflection on professional growth and awareness. Reflections show inadequate application of content to professional practice with few to no inferences made nor examples.	Demonstrates limited evidence of reflection on professional growth and awareness. Reflections show little application of content to professional practice with few and simplistic inferences made and examples.	Demonstrates satisfactory evidence of reflection on professional growth and awareness. Reflections show good application of content to professional practice supported by inferences made and examples.	Demonstrates strong evidence of reflection on own professional growth and awareness. Reflections show deep engagement and application of content to professional practice supported by inferences made and examples.
	0-1 mark	2 marks	3-4 marks	5 marks
Language Expression (5 marks)	Presents information without organisation and no clear progression with ideas expressed through basic vocabulary and syntax with errors, spelling and/or word formation hindering readability.	Presents information with some organisation although sometimes lacking overall progression with ideas expressed through a limited range of vocabulary and syntax with noticeable errors, spelling and/or word formation.	Expresses arguments sufficiently although sometimes mechanically with ideas logically presented and expressed through a sufficient range of vocabulary and syntax with occasional errors and/or slips.	Expresses arguments cohesively with ideas logically presented and expressed clearly through a wide range of vocabulary and accurate syntax with minor errors and/or slips.
	0-1 mark	2 marks	3-4 marks	5 marks
Referencing (5 marks)	Journal makes little to no reference to the core readings and lacks additional research.	Journal makes reference to core readings though lacks additional research.	Journal makes appropriate reference to core readings together with some additional research sought by the student.	Journal makes good reference to the core readings provided together with substantial additional research sought by the student.

Sample Rubric 5: Scheme of Work (___/30 Marks)

Performance Criteria	Unsatisfactory 0 Marks	Limited 1-2 Marks	Competent 3-4 Marks	Exemplary 5 Marks
Week No/Date Range/Theme	No indication of the teaching week, the date range and the theme.	The week number and the date range are indicated.	Date range and theme are indicated.	The week number, the date range and the theme are clearly indicated.
Subject Focus	Subject focus is not established.	Subject focus is vague.	Subject focus is clear, but the terminology used is difficult for the learners.	Subject focus is clear and can be easily understood by the learners.
Learning Outcome	Learning outcome is not identified.	Learning outcome is not clearly established.	Learning outcome is established, but the students cannot articulate what is expected of them.	Learning outcome is clear, indicates what students are expected to learn and can be articulated by the learners.
Tasks to evidence learning	There is no alignment between the task and the learning thus the evidence is invalid for that learning outcome.	Part of the task links well with the learning outcome thus the evidence is partially relevant.	Half the tasks assigned provide good evidence of the learning.	Tasks and homework are very well aligned with the learning outcome that the evidence collected will be informative for the teacher.
Resources	No resources are indicated.	Resources are limited to the textbook.	Textbooks and worksheets only are being used.	A wide range of resources are tapped comprising textbooks, worksheets and digital tools.
Continuous Assessment	Continuous Assessment is not implemented at all.	Continuous Assessment is implemented in a format of mini-summative assessments.	Continuous Assessment is varied but not always followed in a formative way.	Continuous Assessment is used in a formative way.

Sample 6: Research Assignment (___/100 Marks)

Performance Criteria	Unsatisfactory	Limited	Competent	Exemplary
	0-6 marks	7-12 marks	13-19 marks	20-25 marks
Content, Knowledge and Understanding (25 marks)	Research design, data collection methods and content knowledge shows a superficial level of understanding not backed by the literature on the area of study.	Research issue is clear but does not tally well with the aims and purpose. Research design does not fit the purpose of the study. Literature is more of a shopping list nature rather than supporting the argument being made.	Research issue and aims are clear but purpose is not that evident. Research design shows a link between the research questions and the methods but not that much with the methodology. Literature shows a good understanding of the topic but not some of the main counterarguments are omitted.	The research issue, purpose and aims are clearly stated. Research design shows a clear alignment between the questions, methods and methodology. Literature is not only relevant showing an in-depth understanding of the topic but from various sources and most of it timely.
	0-6 marks	7-12 marks	13-19 marks	20-25 marks
Methodology (25 marks)	There is little to no attempt to describe the design, approach, methods or procedures used in the study.	There is a limited and inadequate attempt to describe the design, approach, methods or procedures used in the study	There is a moderate and fairly adequate attempt to describe the design, approach, methods or procedures used in the study.	There is a clear, appropriate and thorough description of the design, approach, methods or procedures used in the study.
	0-7 marks	8-14 marks	15-23 marks	24-30 marks
Analysis and Interpretation of Findings (30 marks)	Interpretation of the findings is merely an account rather than an analysis of what the data is telling.	Reflection on the findings show lower order thinking skills up to comprehension with some application but the analysis is not connected with the literature.	Reflection on the findings show critical thinking through the use of evaluation and face-value analysis is evident and relates partially to some literature.	Critical thinking and reflection on the findings show higher order skills of thinking – synthesis, analysis and evaluation embedded in current literature to substantiate the claims being made.
	0 - 3 marks	4 – 7 marks	8 - 12 marks	13 - 15 marks
Writing Quality (15 marks)	Presents information without organisation and no clear progression with ideas expressed through basic vocabulary and syntax with errors, spelling and/or word formation hindering readability.	Presents information with some organisation although sometimes lacking overall progression with ideas expressed through a limited range of vocabulary and syntax with noticeable errors, spelling and/or word formation.	Expresses arguments sufficiently although sometimes mechanically with ideas logically presented and expressed through a sufficient range of vocabulary and syntax with occasional errors and/or slips.	Expresses arguments cohesively with ideas logically presented and expressed clearly through a wide range of vocabulary and accurate syntax with minor errors and/or slips.
	0-1 marks	2 marks	3-4 marks	5 marks
Referencing (5 marks)	Makes little to no reference to the core readings and lacks additional research.	Makes reference to core readings though lacks additional research.	Makes appropriate reference to core readings together with some additional research sought by the student.	Makes good reference to the core readings provided together with substantial additional research sought by the student.