



Institute
for Education

Teaching, Learning and Assessment

Handbook

www.ife.gov.mt

Contents

LIST OF FIGURES	II
LIST OF TABLES	II
LIST OF CONTRIBUTORS	III
LIST OF ACRONYMS	III
1. EFFECTIVE TEACHING IN HIGHER EDUCATION	1
1.1. CREATING THE INDEPENDENT LEARNER	1
1.2. LEARNER INVOLVEMENT	2
1.3. LEARNERS AS CRITICAL INDEPENDENT THINKERS	4
1.4. THE TEACHER AS A REFLECTIVE PRACTITIONER	5
1.5. CHALLENGES FACED BY LECTURERS IN HIGHER EDUCATION	6
1.6. ALIGNING LEARNING OUTCOMES TO TEACHING AND LEARNING ACTIVITIES	7
1.7. THE HE LEARNER TYPE	9
1.8. THEORY INTO PRACTICE	12
2. ASSESSMENT FOR LEARNING (AFL)	16
2.1 AFL STRATEGIES FOR HIGHER EDUCATION	16
3. UNDERSTANDING RUBRICS	22
3.1 CHOOSING A RUBRIC DESIGN	23
3.1.1 ANALYTIC RUBRICS	24
3.1.2 HOLISTIC RUBRICS	25
	26
3.2 CREATING A RUBRIC	26
REFERENCES	29
APPENDIX	31
SAMPLE RUBRIC 1: AN ANALYTIC RUBRIC (FORUM CONTRIBUTION)	32
SAMPLE RUBRIC 2: A HOLISTIC RUBRIC (LESSON EVALUATION)	33
SAMPLE RUBRIC 3: LIVE PRESENTATIONS (___/20 MARKS)	34
SAMPLE RUBRIC 4: RECORDED VIDEO PRESENTATION (___/20 MARKS)	35

SAMPLE RUBRIC 5: FORUM DISCUSSIONS (___/20 MARKS)	36
SAMPLE RUBRIC 6: RUBRIC FOR JOURNAL (___/50 MARKS)	37
SAMPLE RUBRIC 7: SCHEMES OF WORK (___/45 MARKS)	38
SAMPLE RUBRIC 8: LESSON PLAN (___/30 MARKS)	39
SAMPLE 9: PORTFOLIO (___/100 MARKS)	40
SAMPLE 10: RESEARCH ASSIGNMENT (___/100 MARKS)	41
SAMPLE 11: NON-RESEARCH BASED ASSIGNMENT (___/100 MARKS)	42

List of Figures

Figure 1	The Experiential Learning Cycle	3
Figure 2	Multiple Intelligences	9
Figure 3	Bloom’s Taxonomy	10
Figure 4	Analytic Rubric Template	24
Figure 5	Holistic Rubric Template	25

List of Tables

Table 1	Learning intentions	17
Table 2	Success Criteria	18
Table 3	Effective questioning tasks	19
Table 4	Effective feedback	20
Table 5	Self- and Peer-Assessment	21

List of Contributors

(in alphabetical order)

Bezzina, Amanda. Ph.D. (Nott.)

Caruana, Simon. Ph.D. (Leeds)

D'Amato, Ann Marie. M.A. (Melit.)

Grima, Joanne. M.Ed. (Melit.)

Pulis, Angela. Ph.D. (Leic.)

Said Pace, Doreen. Ph.D. (Sheff.)

Satariano, Anthony. M.Sc. Educational Leadership (Leic.)

Spiteri Maempel, John. M.A (Melit.)

Sultana, James. M.Phil. (Melit.)

List of Acronyms

IfE – Institute for Education

AfL – Assessment for Learning

1. Effective Teaching in Higher Education

1.1. CREATING THE INDEPENDENT LEARNER

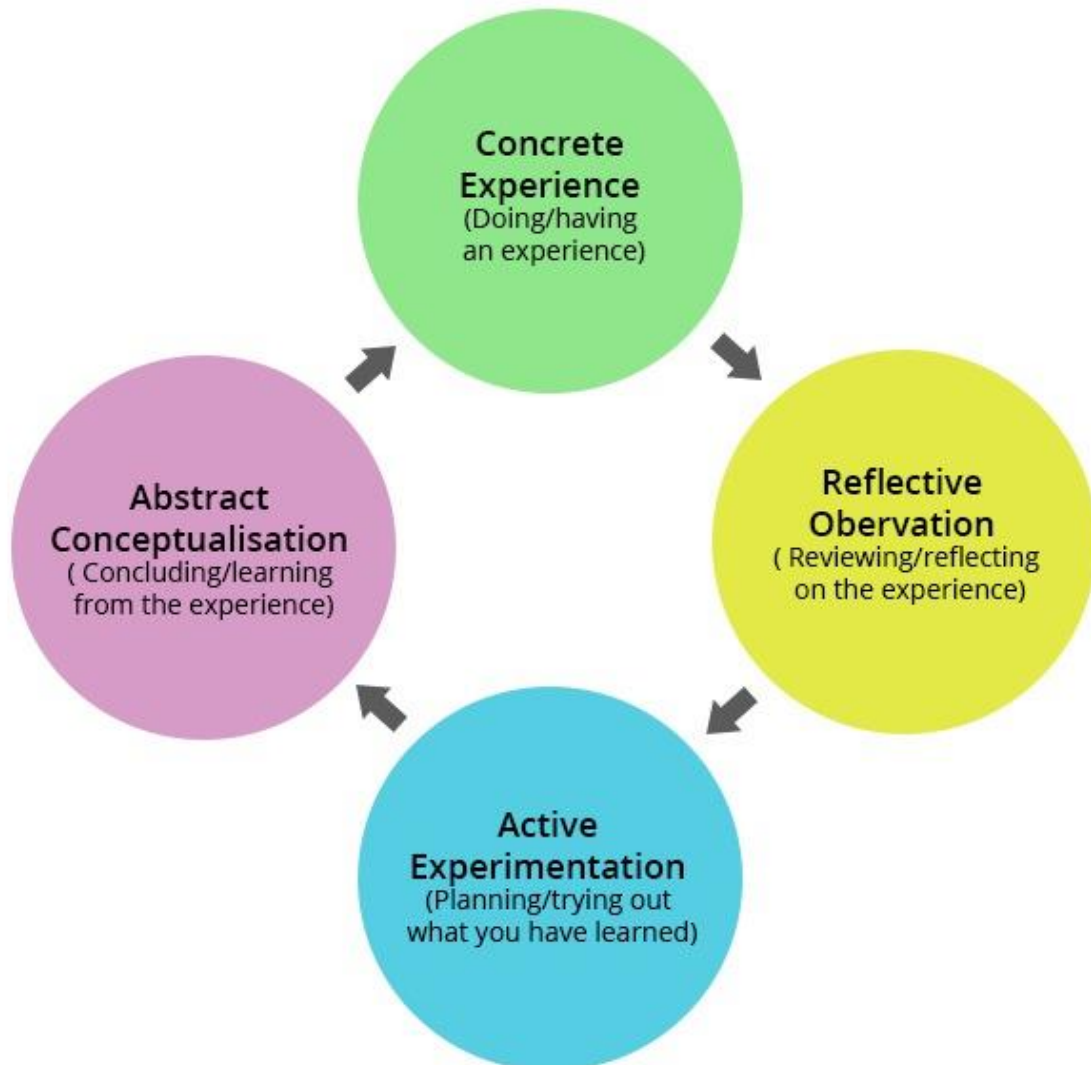
Teaching and learning at the Institute for Education aims to develop a learner that functions independently and continues the learning journey throughout his professional life and beyond. The process of learning that takes place at the Institute for Education is the same path that the course participants will then be expected to use with their own learners. Therefore, the cascading effect to create independent learners is adopted.

The independent learner matures through the opportunities encountered and lived during the learning journey. Such opportunities are created by the lecturer when the learning environment is conducive for progression to take place. The learning environment includes the generation of a safe ambience, one in which the learner can speak freely and argue about the concepts he is being exposed to. The disposition of the lecturer allows learners to make decisions in favour of the pedagogy to be adopted and the assessment tools to be used to provide evidence of learning. This affects the learning environment, making it more learner centred and thus more independent. As such, learners are part of the decisions made during the lecture. Learning happens when the learners take initiative to expose their learning and since each learner is different, the proof of learning is different. The lecturer creates a climate where dialogues with the learners and between the learners about the concepts that are being explored take place.

1.2. LEARNER INVOLVEMENT

Learners must not only be involved in the process of learning but be at the centre of the experience. Thus, the lecturer must put them in charge of their own learning. Important elements that help make learners empowered to take charge of their own learning are clear intentions and success criteria. Learners focus on what will be learned and co-create the success criteria. Clear rubrics outlining the levels and criteria for learner success in completing the task is essential for learners to reach this level of independence. This enables them to move towards the goal and be aware of their achievements and the next steps in their learning.

Kolb's (2014) reflective learning cycle gives meaning to the learning that is happening. In adopting this process, learners need to be provided, by the lecturer, with real-life situations that stimulate their interest and allow them to appreciate the need for both academic rigour and more practical professional skills in the attempt to resolve these real-life problems. Following this, learners need to be given enough time where they can reflect on what they have experienced. Learners eventually need to analyse, evaluate and apply what they have learned and experienced. The cycle will then reach a point where learners will be able to conclude what they have learnt, thus reaching defined learning goals and objectives.

Figure 1*The Experiential Learning Cycle*

Parthasarathy, V. (2018). *Using Kolb's Learning Styles to Create Engaging Custom eLearning Courses* <https://elearningindustry.com/using-kolbs-learning-styles-engaging-custom-elearning-courses>

1.3. LEARNERS AS CRITICAL INDEPENDENT THINKERS

Freire (1921) argues that, “knowledge emerges only through invention and re-invention, through the restless, impatient, continuing, hopeful inquiry human beings pursue in the world, with the world, and with each other.” For this reason, it is essential that learners are moulded as critical thinkers. The lecturer needs to create a situation where debate/dialogue in class is not only encouraged but becomes central to the learning experience. The lecturer needs to be on the receiving end to understand what they know and to make sure that they understand what they have learnt, thus developing an independent learning ambiance. The learning experience will then continue away from the classroom where the learners will be able to further their own research and evaluate critically, through an independent and informed thinking process, on the topics and issues that they have touched upon both in class and their everyday life. This will in turn create people of agency, that can make their own decisions and are responsible for their own actions. This leads towards the formation of citizens that can contribute actively to society, what is referred to as active citizenship.

A positive teaching and learning environment is one that keeps the learner at the heart of the education system. Learners need to have a voice in what they are learning, and they need to think critically when discussing the content presented to them. Learners need to have an environment where there is effective listening, empathy, understanding and communication. In that way, the learner can feel a sense of trust and can engage more during lectures.

Practical Examples:

- Communicate learning intentions.
- Co-construct the success criteria with the learners.
- Create opportunities to discuss pedagogies to be used.
- Create opportunities for discussions and debates.
- Create opportunities to think using open-ended questions or controversial statements.
- Provide wait time to trigger thinking and expression of ideas and concepts.
- Create opportunities for self and peer assessment.

1.4. THE TEACHER AS A REFLECTIVE PRACTITIONER

Good teachers think reflectively about past experiences to improve professionally.

Biggs and Tang (2011) used the term *Transformative Reflection* as they argue that by reflecting on a past teaching experience one can see what may have gone wrong and improve it. They argue that feedback on the quality of teaching may be obtained from:

- One's own reflections on his/her teaching,
- The students,
- A peer as acting as a 'critical friend',
- A staff member who can offer informed advice.

This reflective practice, which can be done through a journal, peer-to-peer discussions or mentoring, can help the lecturer to become a reflective practitioner.

1.5. CHALLENGES FACED BY LECTURERS IN HIGHER EDUCATION

Lecturers encounter different challenges. There are challenges which are specific to a particular institution or country they are coming from. The following is a list of certain challenges that are mostly common to universities both in Europe and globally:

- **Rethinking equity in today's digital world** - *"The comparisons show that improved social mobility and better equality of opportunity is indeed possible, with lessons from the most equitable education systems highlighting the importance of starting early, so that children, particularly those from disadvantaged backgrounds, acquire solid foundations, including cognitive, social and emotional skills, and a sustained habit of learning which will carry them through life" (OECD, 2021, p. 12).*
- **The need for more professional development.** It is important that as lecturers, there is training, and re-training. Professional development may include a conference, a course, a training or even an experience where lecturers learn from each other. *(OECD, 2021)*
- **Maintaining or increasing academic standards** (EAB, n.d.). Lecturers need to assure that learning outcomes and methods of teaching are conducive to a learning environment which has the appropriate standards and always aims to improve this standard. The creation of independent learners must go hand in hand with high, but realistic, expectations
- **Graduates not being ready for employment** (EAB, n.d.) . While education should not be solely geared towards the preparation of learners for employment, it is very important that this aspect is given its due

consideration. Lecturers need to ensure that besides providing the learners with the knowledge of the subject they are also forming independent learners who have the necessary skills and competencies to be able to function effectively when they transfer from their being students to the working environment.

- **Relevance in society.** “The work of higher-education institutions must be relevant. What they do, and what is expected of them, must be seen as a service to society; their research must anticipate social needs; and the products of their research must be shared effectively with society through appropriate knowledge-transfer mechanisms” (Granados, 2018). Lecturers need to ensure that what they teach and how they teach makes the learning experience of the students relevant to society.

1.6. ALIGNING LEARNING OUTCOMES TO TEACHING AND LEARNING ACTIVITIES

Learning outcomes provide direction for teaching and learning activities to be learner-oriented focusing on the knowledge, skills and competences acquired by the learners at the end of the module.

Learning outcomes give learners the possibility to understand what is expected from them, and what their expectations should be from that particular module or course. Learning outcomes will help them think and evaluate the skills, knowledge and competencies that they should acquire. In order for them to independently assess what is being expected from them, rubrics play an important role. Rubrics should be used throughout the learning experience of that particular module since they are a guidance tool and provide a measurement system.

At the Institute for Education, we ensure that learning outcomes and assessment form an integral part of the learning experience. Assessment tasks and activities are aligned with the learning outcomes. Course participants have access to the learning outcomes of each module at the outset of embarking on their course and it is also our policy to provide the assessment, which includes clear rubrics to the students at the very beginning of each module.

In order for course participants to really grow in their educational journey, the Institute for Education stresses the importance of feedback throughout the whole course. As per the IfE's [Teaching, Learning and Assessment Policy](#) and Procedures (2017, p. 7),

The IfE seeks three main elements that all formative feedback should contain:

- Evidence on where the course participants are now (this is their success as it relates to the agreed criteria);
- A definition of the desired goal; and
- Practical strategies to close the gap.

The IfE believes that this advice on how to improve is critical, as to be truly formative, the feedback must inform the next steps in the learning process. The IfE also believes that formative feedback needs to point the course participants towards ways to realise the improvement and reach the goal.

1.7. THE HE LEARNER TYPE

The learner may have different types of intelligence, learning styles and learning patterns.

As lecturers, it is important to keep in mind that for learners to be engaged and motivated he must consider all these different learning types.

Hyland (2000) notes that Multiple Intelligences (MI) provide another avenue to address the course participants' needs as they offer an array of entryways to learning:

- Visual / Spatial Intelligence,
- Verbal / Linguistic Intelligence
- Logical / Mathematical Intelligence,
- Bodily / Kinaesthetic Intelligence,
- Musical / Rhythmic Intelligence,
- Interpersonal Intelligence,
- Intrapersonal Intelligence,
- Naturalist Intelligence.

Figure 2

Multiple Intelligences



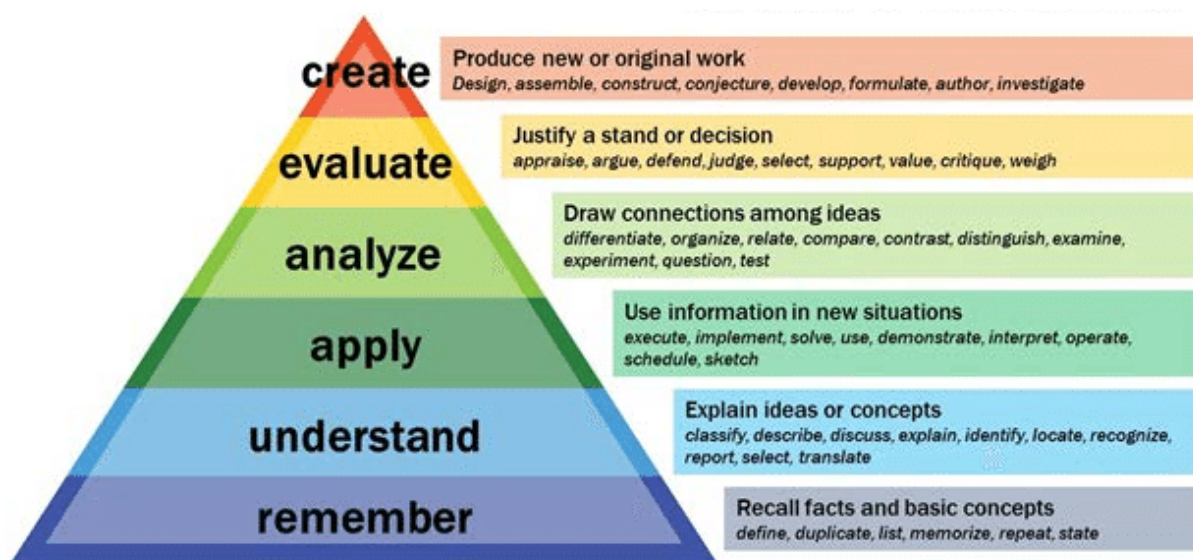
McLeod, S. (2020). *Gardner's Theory of Multiple Intelligences*.

<https://www.simplypsychology.org/multiple-intelligences.html>

In addition to the multiple intelligences as explained above, the tiered system of skills classification used by Bloom's Taxonomy, divides levels of understanding according to six cognitive levels of complexity. The revised version of Bloom's taxonomy identifies the following: *Remembering, Understanding, Applying, Analysing, Evaluation* and *Creating*. The following diagram explains better this hierarchy:

Figure 3

The revised version of Bloom's Taxonomy



Ouda, A. & Khadri, A. (2016). *Flipped learning As a New Educational Paradigm: An analytical Critical Study*. <https://doi.org/10.19044/esj.2016.v12n10p417>

Lecturers, therefore, need to use different methods to engage the learners and need to assess whether there is the need for a change in methods adopted to engage the learners more.

When selecting the teaching and learning activities, one is faced with a long list of options that may include:

- Peer-learning
- Micro-teaching
- Case-based learning (scenarios)
- Groupwork (in-class/online breakout groups)
- Discussions (both in-person or online)
- Creation of video presentations/materials
- Debates
- Game-based
- Simulations
- Projects
- Concept mapping
- Experiments and investigations

1.8. Theory into Practice

Applying the above into practice can include:

- **Use of formative strategies and techniques** like the KWL (Know, Want to, Learned), success criteria against which both the lecturer and the course participants amongst themselves give constructive feedback, analyse their work to identify where they are and what they need to do to close the gap. In this self- or peer-assessment process, rubrics can be of great valuable help.
- **Setting up an online forum** for the course participants to let the lecturer know their motivation for enrolling in their module, what their aims are, what their work baggage is, what they are learning and later, what they have learned. Investing in these modalities prior and after the session, be it face-to-face or synchronous, saves time during the session which can be dedicated to further the discussion about the topic at hand.
- **Digital Web 2.0 Tools**, meaning that they can be accessed from any device through a shared link such as:
 - **Flipgrid** - course participants can record their input about a topic, can reply to a course fellow about their input and can be used as an exit ticket. Hence, Flipgrid might offer the possibility to shy learners to have their own 'comfortable' space to make their voice heard.

- **Padlet** can be used for group assignments through posts and replies like the ones used on social media as well as they can justify their positions through links to websites and articles.
- **Mentimeter** and **AnswerGarden** can be used to answer closed and open-ended questions to identify the course participants' levels of understanding. These moments would provide instant information to the lecturer to act upon what Black and Wiliam (2009, p. 10) refer to as the “moments of contingency” that happen during the learning process.
- **Video-conferencing platforms functions for live online sessions such as:**
 - **Breakout rooms** – These offer a space for discussion in small groups where the lecturer can visit to listen to what is being discussed. An advantage of the online breakout room is that groups do not disturb the other groups and cannot hear what others are talking about thus each group's work will be entirely their own. Then, when the lecturer decides to return everyone to the main room, the rapporteur of each group shares what was being discussed and eventually, a whole group discussion can be rolled out.
 - Some video-conferencing platforms have online **Whiteboard** option can be used to comment about a picture or a statement or for brainstorming a topic.
 - **Polls** also help to have a quick recap of the level of understanding and to gauge any misconceptions.

- **Instant Messaging** chat box which can be used for comments and questions.

- **Narrated PowerPoint Presentations** where course participants can present their work to their colleagues by uploading on video management system (such as **Panopto**) for their feedback through comments on the video. Peer review can form part of the assessment process. Again, in this way, valuable time can be gained during the face-to-face or synchronous sessions.

The inclusion of such activities needs to be planned in advance to ensure Biggs' (2003a, 2003b) constructive alignment between the learning outcomes and the tasks. Naturally, before using these tools, lecturers need to give a brief explanation of how things work and what the participants will be expected to do. Not every adult is digitally conversant and so "what works for us might not work for anyone" (Fry et al., 2009, p.8). As a matter of fact, the IfE's key principles informing the teaching and learning are inclusion, engagement, participation, dialogue, thinkers and reflective professionals to act out of their comfort zone. These are all examples of possible options. However, for each method, there needs to be discussion and reflection. For example, after groupwork, it is important to process the outcomes of the discussion and even any group dynamics.

The challenge is to select the right 'mix'. Ashwin et. al (2020) suggested that one needs to take into consideration the nature of the subject being taught and even the cultural context within which it is being taught. In this respect, student feedback is an invaluable tool. Caruana (2019) suggested that student feedback may be used to evaluate the nature of the content

(with respect to its validity) but also the mode of delivery being used. The lecturer needs to utilise this feedback to amend the approach initially adopted.

Adopting such techniques and activities helps the participants to have a first-hand experience of what is expected of them, (Lamb & Simpson, 2003), once they are in class themselves. Thus, they can apply and adopt not only what they have learnt, but also the way they learnt.



2. Assessment for Learning (AfL)

Wiliam (2013) emphasises that assessment is central to effective teaching and learning because there is a simple yet profound reality that educators should keep in mind. Students, in this case course participants, do not necessarily learn what is taught to them. Hence, even in higher education, assessment is, and will always be at the core of any learning programme because it is only through assessment that teachers can find out where the course participants are in their learning process (Marzano, 1998). In placing assessment as the driver of the learning, (Chalmers, 2007), lecturers would be making decisions on sound evidence.

2.1 AFL STRATEGIES FOR HIGHER EDUCATION

Black and Wiliam (1998a, 1998b) emphasised that AfL is not defined by age or subject and therefore, it can be implemented at any level but with appropriate adaptations to meet the audience's needs. With this mind, the following table (Table 1) outlines some examples for each strategy on how they can be implemented with adult learners.

Table 1*Learning Intention*

AfL Strategy	Examples						
Learning Intention	<p>Learning intentions can be described as a sub-branch of the course learning outcome, which are more specific to a lecture's, workshop's and/or tutorial's content and outcome of that session.</p> <p>Each session generally starts by sharing with the participants the intended learning to be reached by the end of the session; however, this can also be embedded throughout the session by discussing with the participants what the lecture will be about in relation to the outcome. The table below details an example of how the two can be implemented in practice.</p> <p>Sample Course: Exploring Multiculturalism in Education</p> <table border="1" data-bbox="472 770 1385 1276"> <thead> <tr> <th data-bbox="472 770 927 913"> Learning Outcome By the end of the module, you will be able to... </th> <th data-bbox="935 770 1385 913"> Learning Intention By the end of the session, you will be able to ... </th> </tr> </thead> <tbody> <tr> <td data-bbox="472 916 927 1059">confront own prejudices and pre-conceived ideas about different religions.</td> <td data-bbox="935 916 1385 1059">identify your own thoughts, beliefs and prejudices in relation to different religions.</td> </tr> <tr> <td data-bbox="472 1061 927 1276">employ the right tools to convey the importance of citizenship, respect for democratic values and tolerance towards other communities.</td> <td data-bbox="935 1061 1385 1276">select appropriate methods to transmit citizenship, democratic values and respect towards communities with different beliefs.</td> </tr> </tbody> </table> <p>It should be noted that each learning intention starts with an action verb; thus, making it explicit what will be expected by the participant by the end of the session and eventually, the entire module.</p>	Learning Outcome By the end of the module, you will be able to...	Learning Intention By the end of the session, you will be able to ...	confront own prejudices and pre-conceived ideas about different religions.	identify your own thoughts, beliefs and prejudices in relation to different religions.	employ the right tools to convey the importance of citizenship, respect for democratic values and tolerance towards other communities.	select appropriate methods to transmit citizenship, democratic values and respect towards communities with different beliefs.
Learning Outcome By the end of the module, you will be able to...	Learning Intention By the end of the session, you will be able to ...						
confront own prejudices and pre-conceived ideas about different religions.	identify your own thoughts, beliefs and prejudices in relation to different religions.						
employ the right tools to convey the importance of citizenship, respect for democratic values and tolerance towards other communities.	select appropriate methods to transmit citizenship, democratic values and respect towards communities with different beliefs.						

Table 2

Success Criteria

AfL Strategy	Examples
Success Criteria	<p>These are statements showing different scaffolding steps that course participants can achieve on their trajectory towards the learning intention. They can be both process or product-based statements against which learners can self-check their progress towards the accomplishment of the learning intention. An example of a process-based set of success criteria follows:</p> <p>Sample Course: Exploring Multiculturalism in Education</p> <p>Learning Intention: identify your own thoughts, beliefs and prejudices in relation to different religions.</p> <p>Success Criteria: (I can)</p> <ol style="list-style-type: none"> 1. List the known religions and beliefs. 2. Specify what known facts about each religion and belief. 3. Discuss the difference between the different religions and beliefs. 4. Ask questions about religions and beliefs I didn't know before. 5. Expose my own prejudices and give reasons for each. 6. Rationalise my prejudices. <p>As shown above, each success criterion leads to the following one and the level of ability required increases as one progresses. In achieving them all, both the course participant and the lecturer can verify that the outcome has been achieved.</p>

Table 3

Effective Questioning/Tasks

Afl Strategy	Examples
Effective Questioning/ Tasks	<p>Course participants need to be supported in their thinking process since in HE, the aim is to deepen the analytical, evaluative and critical skills. Questioning can induce course participants to come up with their own ideas and hypothesis which can differ from what has been read and studied. Hence, learners will be able to challenge preconceived notions and those presented to them both in literature and by the lecturer.</p> <p>Questioning – higher order questions which induce discussion which should be asked by lecturers and course participants. Lecturers need to provide opportunities for learners to discuss and be on the receiving end. As soon as the lecturer poses a higher order question, he needs to give wait time – telling course participants to stop, wait and think – to provide opportunity for all course participants to formulate ideas and relevant answers to consequently participate in the discussion.</p> <p>Example 1</p> <p>Sample Course: Exploring Multiculturalism in Education</p> <p>In a workshop where the learning intention is: ‘identify your own thoughts, beliefs, and prejudices in relation to different religions’.</p> <p>Questions</p> <ul style="list-style-type: none"> • What is the problem with having prejudices? • Do you think you can have pros and cons about prejudices? Discuss. • Where do you think your prejudices come from? • How do these pre-conceived ideas influence you in your judgement? • Do you think there is any possibility to change these preconceived ideas? If so, how? <p>Higher order questions need to be pre-planned as it is difficult to come up with very good questions during the session. Well-constructed higher order questions will instigate enough dialogue; therefore, four to five questions would be enough.</p> <p>Example 2</p> <p>For learning intentions that can be achieved through discussion, the following task can be used to instigate dialogic talk.</p> <p>The lecturer provides a research paper/s on the topic being discussed in the learning intention. Course participants must critically analyse the argument put forward by the paper and its’ different components. Course participants should be given the opportunity to engage in discussion and express their own thoughts and biases.</p>

Table 4

Effective Feedback

AfL Strategy	Examples
Effective Feedback	<p>Feedback in formative assessment is crucial. It leverages the course participants' progress when action on the feedback is taken. Feedback, which can be oral or written, can be provided by both lecturers and course participants. It must be:</p> <ul style="list-style-type: none"> • Specific – it must state clearly what has been done well, what needs to be improved and more importantly, how it can be improved all in relation to the success criteria. • Timely – the feedback must be given either instantly in the case of a synchronous session or within the week of an asynchronous one. • Positive and Constructive – the feedback must be constructive and related to both the learning intention and success criteria. It should be an instruction of how to improve and close the gap evidenced in the work submitted. • Clear and Direct – the feedback must be understood by the course participant using unambiguous language. • Reflective – feedback should cause thinking for improvement on the work presented.

Table 5

Self- and Peer-Assessment

AfL Strategy	Examples
Self- and Peer-Assessment	<p>Self-Assessment</p> <p>When a lecturer shares the learning intention and success criteria (which may have been co-constructed with the learners), the course participants will be able to compare the evidence of their own learning with the criteria. In this manner, learners can conclude what they have achieved and what still needs to be worked upon.</p> <p>Peer-Assessment</p> <p>Similarly, when discussing evidence of learning with their peers, they can constructively criticize each other's work using the criteria. Following this, they can develop a process together through which they achieve the outcome as a whole.</p> <p>Study groups can offer this positive ambience where course participants can meet up regularly in small groups, share work, give constructive feedback against the assessment rubric to improve their work before submission. By doing so, the learning process and possibility of achievement is greater due to the contribution of others.</p> <p>Use of Rubrics for Self-Assessment</p> <p>In carrying out assessment tasks, it is strongly recommended that course participants check their coursework against the rubric. In focusing on the high-end grading, course participants should take note of the keywords highlighting the criteria within that column against which their work will be judged.</p>

3. Understanding Rubrics

The Institute for Education aims at offering high quality teaching and learning experiences within a rigorous, fair and constructive assessment system that strays away from examinations and simple content recall. In doing so, the IfE emphasises that assessments must be relevant, practical and in line with one's work, thus applying what has been learnt and therefore, aligning theory and practice. The validity of the assessment results expresses the accuracy of the assessment tool used. The tool should be designed in a manner that accurately assesses the evidence provided that the outcomes have been achieved. Furthermore, results should also be reliable, and this can be achieved if the assessment tool is capable of providing the same result each time it is used if the variables are kept the same. This means that if the evidence provided is the same each time the tool is used with the same learners, then the result is valid.

From the start, learners need to be informed of what the expectations are and more importantly they are guided on how to meet those expectations. In higher education, Roksa, et al. sustain that 'rubrics are defining and measuring the undergraduate, [or postgraduate], level of learning outcomes at the forefront' (2016, p. 6). The function of a rubric is to:

- assist in defining the criteria and aspects that will be assessed of the student's work,
- act as a tool for judging the level of quality of the student's performance,
- provide a scoring strategy to assess student work,
- inform the course participants of what needs to be done to reach the next level,

- inform what should be done to achieve the task,
- ensure objectivity and transparency in the grading of the work by both the lecturer and fellow course participants in peer reviews,
- lessen course participant frustration by outlining expectations clearly and guiding them in the task,
- provide learners with feedback on their strengths and guide them towards improving upon in long-term learning objectives.

-

To fulfil this, the rubric needs to be clearly aligned with the assessment task and each part of the task needs to have its own rubric. Subsequently, each rubric should specify how the marks are going to be assigned and the criterion required to complete the task. This process is explained below.

3.1 CHOOSING A RUBRIC DESIGN

Prior to constructing a rubric, the lecturer needs to choose the design-type against which participants work will be assessed. Rubric design may fall under two types **Analytic** or **Holistic** Rubrics. In choosing a rubric's design, the lecturer must consider:

- the timing on the programme and level of support and direction that students need,
- whether the task assigned is conducive to creative/out-of-the-box thinking, and
- the complexity of the task assigned.

3.1.1 Analytic Rubrics

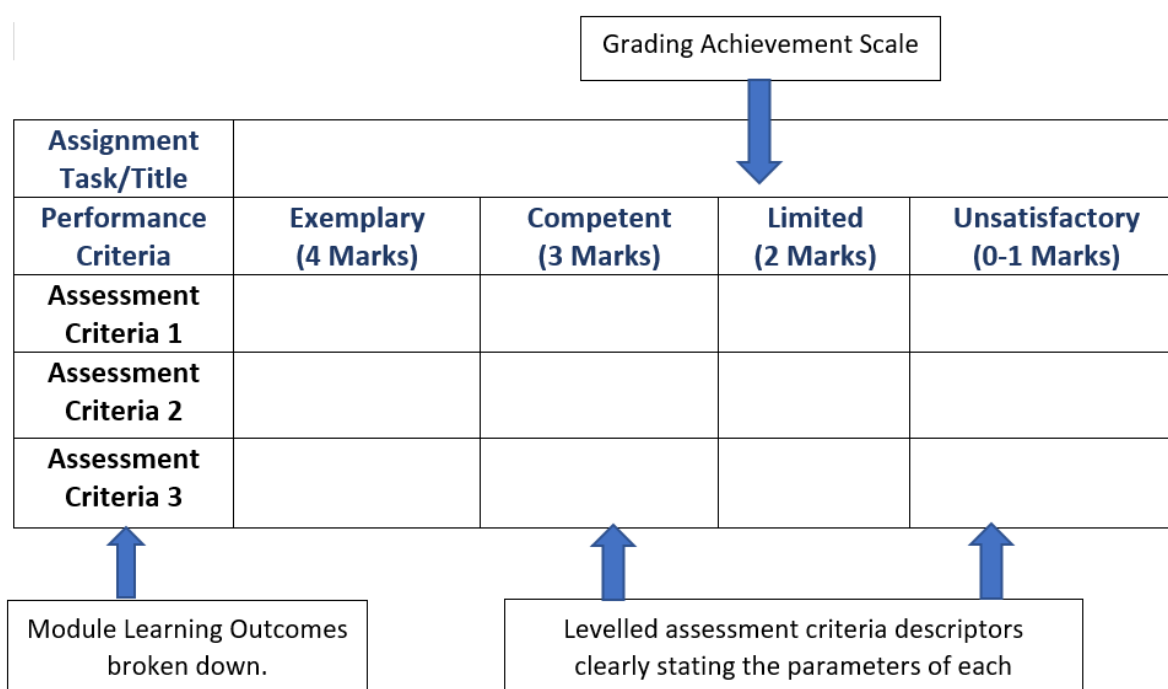
Analytic Rubrics break down the assessment task into criteria which provide the learners with more structured guidance in carrying out the task. Such a design also lends itself to providing learners with targeted feedback. Figure 4 shows a sample layout of a rubric comprising of four main parts:

- i. The Assignment Title/Task
- ii. The Module Learning Outcomes/Performance Criteria
- iii. Levelled Assessment Criteria
- iv. The Grading Achievement Scale

There might be variations, in layout, style and content.

Figure 4

Analytic Rubric template



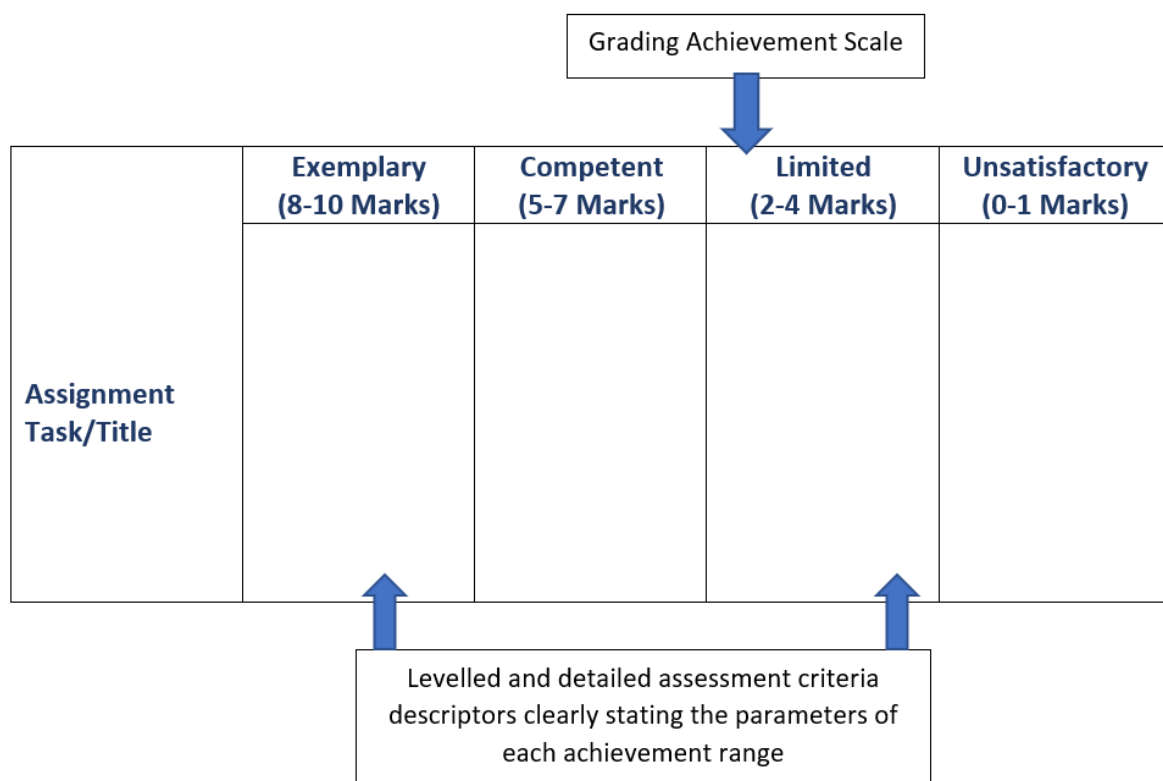
3.1.2 Holistic Rubrics

Holistic Rubrics provide an overarching description of the assessment task where all criteria are described in detail, considered together and the end-product is treated in a unidimensional manner. Table 2 shows a sample layout of a rubric comprising of four main parts:

- i. The Assignment Title/Task;
- ii. Grading Achievement Scale;
- iii. Levelled and detailed Assessment Criteria including all Performance Criteria.

Figure 5

Holistic rubric template



3.2 CREATING A RUBRIC

Step 1: Assignment Task

- Assignment title must be clear, addresses the learning outcomes of the module and well-understood by the course participants.
- Assignment title to be written on top of the rubric.
- Assignment can be made up of different tasks which in tandem should not exceed the workload expected at the MQF Level and the learning outcomes of the module. Each task must be accompanied by its rubric. E.g. if the assessment is composed of a written essay and a presentation, then the respective rubrics must be shared with the course participants.

Step 2: The Module Learning Outcomes translated into Assessment Criteria

- These statements are taken from the learning outcomes listed in the module description programme.
- The module's learning outcome can also be unpacked into smaller success criteria statements.
- If language and ability to express ideas forms a critical component of the assessment, this needs to be specified in the rubric.

Example:

Learning Outcome: Provide a cohesive write-up about the research-design and methodology used in conducting a qualitative study.

Assessment Criteria to reach Learning Outcome: (1) Research Design and (2) Methodology.

Step 3: Assessment Criteria/Individual Descriptors

- These descriptors should align with both the title and the learning outcomes of the module.
- Descriptors must be distinct and outline the details of each level of quality. For example, at the highest level of performance (Exemplary/A+), the descriptor must clearly indicate to the student the epitome level of quality expected.
- Descriptors must be clear and detailed; hence, words like **clear/ambiguous/deep/superficial/few/some/adequate/most of** need to always be clarified in the individual descriptor to ensure that all understand what is meant by these terms. One suggestion could be to quantify these words by attributing a percentage or number.
- The greatest emphasis is on the quality rather than the quantity, though, at times, the nature of the task would demand that both are included. The individual statements must answer the questions:
 - What is the best quality of work that the course participant is expected to hand in according to the MQF level that s/he is studying at?
 - What are the variations that the course participant can submit but still pass the module?
 - What level of work would not merit a pass?
- There is no fixed order on whether to write them in ascending or descending levels of quality.

Since rubrics need to be understood clearly by the user, it is always helpful to ask a colleague or peer to read the rubric and see whether their interpretation is that which was intended.

Step 4: The Grading Achievement Scale

The grading scale should reflect the level of attainment as per the individual descriptions and should include how one can not only self-assess his work but also to put the mark in context once the result is published. In establishing marks for each performance criteria, it is important to ask whether all assessment criteria are equal as it is not ideal to have a wide range for marking. The IfE's grading scheme found within the [Teaching, Learning and Assessment Policy and Procedures](#) (p.12) provides guidance on the parameters that can be set.

Table 1

IfE's Grading Scheme.

Mark Range	Letter Grade	Description
95% - 100%	A+	Work of exceptional quality
80% - 94%	A	Work of excellent quality
75% - 79%	B+	Work of very good quality
70% - 74%	B	Work of good quality
65% - 69%	C+	Work of average quality
55% - 64%	C	Work of fair quality
50% - 54%	D+	Work of rather low quality
45% - 49%	D	Marginal Pass
0% - 44%	F	Unsatisfactory, failing work

Source: IfE Teaching Learning and Assessment Policy and Procedures

In trying to fit this grading scheme within the rubric, Table 1 shows that:

- the top 20% of the course participants, the A and A+, would fall under the **Exemplary** category,
- the following cohort from D + to B+ would fit under the **Competent** category,
- the D group would fall under the **Limited** category, and
- the F group would fall under the **Unsatisfactory** classification.

References

- Ashwin, P., Boud, D., Calkins, S., Coate, K., Hallett, F., Light, G., Luckett, K., McArthur, J., MacLaren, I., McLean, M. & McCune, V. (2020). *Reflective teaching in higher education*. Bloomsbury Academic.
- Biggs, J. & Tang, C. (2011). *Teaching for Quality Learning at University* (4th Ed). Maidenhead, Open University Press.
- Biggs, J. (2003a). *Aligning teaching and assessment to curriculum objectives*. Imaginative Curriculum Project, LTSN Generic Centre.
- Biggs, J. (2003b). *Aligning teaching for constructing learning*. Higher Education Academy.
- Black, P., & Wiliam, D. (2009). Developing the theory of formative assessment. *Educational Assessment, Evaluation and Accountability (formerly: Journal of Personnel Evaluation in Education)*, 21(1), 5-31.
- Caruana, S., (2019). *Constructive alignment approach for assessing essential cultural soft skills in the tourism sector through ICT* [Unpublished doctoral dissertation], University of Leeds.
- Chalmers, D. (2007). A review of Australian and international quality systems and indicators of learning and teaching. *Carrick Institute for Learning and Teaching in Higher Education*, 1(2), 1-122.
- EAB. (n.d.). *The 7 biggest challenges in higher ed, according to 2,000 faculty*. Retrieved November 11, 2022 , from <https://eab.com/insights/daily-briefing/academic-affairs/the-7-biggest-challenges-in-higher-ed-according-to-2000-faculty/>
- Freire, P., Ramos, M., & Macedo, D. (2014). *Pedagogy of the oppressed* (Thirtieth anniversary ed.). Bloomsbury.
- Fry, H., Ketteridge, S., & Marshall, S. (2009). Understanding student learning In *A handbook for teaching and learning in higher education: Enhancing academic practice* (3rd ed., 8-25). Routledge.
- Granados, P. (2018). *The Challenges of Higher Education in the 21st Century*. Retrieved November 11, 2022 , from <https://www.guninetwork.org/articles/challenges-higher-education-21st-century>
- Hyland, Á. (2000). *Multiple Intelligences, Curriculum and Assessment Project: Final Report*. NAIRTL.
- Kolb, D. A. (2014). *Experiential Learning: Experience as the Source of Learning and Development*. FT Press.
- Lamb, T. & Simpson, M. (2003). Escaping from the Treadmill: practitioner research and professional autonomy. *The Language Learning Journal*, 28(1), 55-63.

- Learning, N.C.o.U.D.f. (2010). *UDL: Principles and Practice*.
<https://www.youtube.com/watch?v=pGLTJw0GSxk>
- McLeod, S. (2020). *Gardner's Theory of Multiple Intelligences*. Retrieved November 11, 2022, from <https://www.simplypsychology.org/multiple-intelligences.html>
- Marzano, R. J. (1998). *A Theory-Based Meta-Analysis of Research on Instruction*. MCREL.
<http://eric.ed.gov/?id=ED427087>
- OECD. (2021). *Education at a glance 2021*. Retrieved from:
https://eiwebsite.blob.core.windows.net/uploads/20210910_110025_EAG%202021_ebook.pdf?sv=2019-10-10&ss=b&srt=o&sp=rdx&se=2030-05-26T22:00:00Z&st=2020-05-26T14:11:47Z&spr=https,http&sig=fqlBEId9cO6/PzqL9OFD54Ufvt33KDBvH/hM9wslvLA%3D
- Ouda, A. & Khadri, A. (2016). *Flipped learning As a New Educational Paradigm: An analytical Critical Study*. European Scientific Journal. 12(10), 417-444
<https://doi.org/10.19044/esj.2016.v12n10p417>
- Parthasarathy, V. (2018). *Using Kolb's Learning Styles To Create Engaging Custom eLearning Courses*. Retrieved November 03, 2022 , from <https://elearningindustry.com/using-kolbs-learning-styles-engaging-custom-elearning-courses>
- Roksa, J., Arum, R., & Cook, A. (2016). *Improving Quality in American Higher Education*. Hoboken: John Wiley & Sons, Incorporated.
- Institute for Education. (2017). Teaching, Learning and Assessment Policy and Procedures, <https://instituteforeducation.gov.mt/en/Documents/Policies%20and%20Forms/Policies%20and%20Procedures/Teaching%20Learning%20and%20Assessment%20Policy%20and%20Procedures%20-%20IfE.pdf>
- Wiliam, D. (2013). Assessment: The bridge between teaching and learning. *Voices from the Middle*, 21(2), 15.

Appendix

SAMPLE RUBRIC 1: AN ANALYTIC RUBRIC (FORUM CONTRIBUTION)

		Unsatisfactory 0-4 marks	Limited 5-9 marks	Competent 10-14 marks	Exemplary 15-20 marks
Forum Contribution 20%	Content Understanding	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.
	Language Expression	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.	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.
	Critical Thinking and Reflection	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.

SAMPLE RUBRIC 2: A HOLISTIC RUBRIC (LESSON EVALUATION)

	Unsatisfactory	Limited	Competent	Exemplary
	0-5 marks	6-12 marks	13-18 marks	19-25 marks
<p>Lesson Evaluation</p> <p>25%</p>	<p>Reflections and evaluation are superficial when dealing with diversity, when drawing on evidence from all learners, when demonstrating the skills that have been learnt and when analysing the behaviours/attitudes of learners toward learning. Reflections and evaluation are more descriptive and provide superficial or no insight on the impact of teaching techniques that were used and do not analyse how future practices might change</p>	<p>Reflections and evaluation are limited when dealing with diversity when drawing on evidence from all learners, when demonstrating the skills that have been learnt and when analysing the behaviours/attitudes of learners toward learning. Reflections and evaluation provide limited insight on the impact of teaching techniques that were used and vague analysis of how future practices might change.</p>	<p>Reflections and evaluation adequately deal with diversity, draw on evidence from all learners, demonstrate the skills that have been learnt and analyse the behaviours/attitudes of learners toward learning. Reflections and evaluation include adequate insight on the impact of teaching techniques that were used and adequate analysis of how future practices might change.</p>	<p>Reflections and evaluation clearly deal with diversity, draw on evidence from all learners, demonstrate the skills that have been learnt; and analyse the behaviours/attitudes of learners toward learning and are based on literature and research relating to learning and teaching. Reflections and evaluation include rich insight on the impact of teaching techniques that were used and thoughtful analysis of how future practices might change.</p>

SAMPLE RUBRIC 3: LIVE PRESENTATIONS (___/20 MARKS)

Performance Criteria	Unsatisfactory (0-5 Mark)	Limited (6-10 Marks)	Competent (11-15 Marks)	Exemplary (16-20 Marks)
Presentation of Knowledge, Application and Research (20 marks)	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 (20 marks)	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 (20 marks)	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 (20 marks)	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 (20 marks)	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.

Rubric provided by the Programmes Department

SAMPLE RUBRIC 4: RECORDED VIDEO PRESENTATION (___/20 MARKS)

Performance Criteria	Unsatisfactory (0-5 Mark)	Limited (6-10 Marks)	Competent (11-15 Marks)	Exemplary (16-20 Marks)
Presentation of Knowledge, Application and Research (20 marks)	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 (20 marks)	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 (20 marks)	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 (20 marks)	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 (20 marks)	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.

Rubric provided by the Programmes Department

SAMPLE RUBRIC 5: FORUM DISCUSSIONS (___/20 MARKS)

Performance Criteria	Unsatisfactory	Limited	Competent	Exemplary
Content, Knowledge and Understanding (10 Marks)	0-2 Marks Demonstrates lack of understanding with no references or supporting evidence.	3-5 Marks Demonstrates limited understanding of content, supported by limited references and evidence.	6-8 Marks Demonstrates broad understanding and application, often supported by references and evidence. Occasionally offers a divergent perspective to the discussion.	9-10 Marks Demonstrates a deep understanding and application of content, supported by references and evidence. Offers unique interpretations or perspectives to the discussion.
	0-1 Mark Contributes rarely to discussion and demonstrates no critical thinking and reflection on assumptions/views.	2 Marks 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.	3-4 Marks Contributes actively and demonstrates critical thinking and reflection which sustains inquiry through alternative views and/or issues.	5 Marks Contributes actively and demonstrates deep, critical thinking and reflection which sustains inquiry to explore alternative views and/or issues whilst identifying solutions/limitations.
Language Expression (5 Marks)	0-1 Mark 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.	2 Marks 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.	3-4 Marks 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.	5 Marks 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.

Rubric provided by the Programmes Department

SAMPLE RUBRIC 6: RUBRIC FOR JOURNAL (___/50 MARKS)

Performance Criteria	Unsatisfactory	Limited	Competent	Exemplary
Writing Style (10 marks)	0-3 marks Journal is neither written in a narrative and descriptive style nor in the expected academic style.	4-6 marks Journal is written in a narrative style but the expected academic style is inconsistent through the text.	7-9 marks Journal is written in a narrative and a descriptive style with more than half the content in the expected academic style.	8-10 marks Journal is written in a narrative and a descriptive style whilst maintaining the highest academic standards of writing style.
	0-5 marks A lack of understanding of the topic by a superficial description which does not acknowledge even one main idea on the topic.	6-10 marks A limited understanding of the topic is shown by the mentioning of one to two main ideas on the topic.	11-15 marks A broad understanding of the topic is shown by including most of the main ideas on the topic.	16-20 marks A deep understanding of the topic is shown by including the major ideas of the topic and their counter arguments.
Level of Reflection (15 marks)	0-3 marks No evidence of critical thinking and reflection.	4-7 marks Limited level of critical thinking and reflection by linking one's position to one or two studies.	8-11 marks An average level of critical thinking and reflection by linking one's position to between three and five studies.	12-15 marks In depth critical thinking and reflection supplemented by relevant personal experience and links to more than five studies.
	0-1 mark Journal makes NO reference to the core readings provided.	2 marks Journal refers to up to three references to the core readings provided.	3-4 marks Journal makes appropriate reference and includes up to five.	5 marks Journal makes appropriate reference to the core readings provided, plus other additional material/readings/research sought by the student.

Rubric provided by the Programmes Department

SAMPLE RUBRIC 7: SCHEMES OF WORK (___/45 MARKS)

Performance Criteria	Unsatisfactory	Limited	Competent	Exemplary
Week No/Date Range/Theme (5 marks)	0 marks	1-2 marks	3-4 marks	5 marks
	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 (5 marks)	0 marks	1-2 marks	3-4 marks	5 marks
	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 (10 marks)	0 marks	1-4 marks	5-7 marks	8-10
	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 (10 marks)	0 marks	1-4 marks	5-7 marks	8-10
	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 (5 marks)	0 marks	1-2 marks	3-4 marks	5 marks
	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 (10 marks)	0 marks	1-4 marks	5-7 marks	8-10 marks
	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.

Rubric provided by the Programmes Department

SAMPLE RUBRIC 8: LESSON PLAN (___/30 MARKS)

Performance Criteria	Unsatisfactory (0 marks)	Limited (1-2 marks)	Competent (3-4 marks)	Exemplary (5 marks)
Introductory Technique (5 marks)	No time is spent to identify where the learners are.	Time is spent to understand where the learners are, and the evidence is not acted upon.	The technique used aligns well with the evidence that is being sought.	There is a clear outline of how the evidence collected will be used.
Establishing Clear Learning Intention (5 marks)	Learning intention has not been shared/elicited from the learners at no point during the lesson.	Learning intention has been shared but it is not transferable.	Learning intention has been shared or elicited but the language used is too technical.	Learning intention has been shared or elicited and can be well articulated by the students. Lesson plan includes the various points during the lesson where it will be reminded.
Establishing Clear Success Criteria (5 marks)	Success Criteria are not included.	Success Criteria do not show a clear progression towards the achievement of the learning outcome.	Success Criteria statements are not measurable in that they indicate the action that is expected from the students.	Success Criteria statements are clearly articulated, well understood, and used, by the students
Effective Opportunities to think. (5 marks)	The questions asked are always addressed to volunteers.	Only closed questions are asked.	Balanced questions are asked but no waiting time is allowed.	A very good balance is included together with thinking time prior to answering the questions as well as other techniques like Think, Pair and Share and Pose, Pause, Bounce, Ponce.
Effective Feedback (5 marks)	No feedback is given.	Feedback is of acknowledging type like well done, good job etc.	A combination of scaffolding and example type feedback are included.	Feedback is not only scaffolding, reminding or exemplary but it clearly shows the what and the how to improve.
Self and Peer Assessment (5 marks)	None of these assessments are used.	Only self-assessment is used.	Both assessments are used, however, the peer is limited only to unfamiliar pieces of work.	Both assessments are well embedded into the lesson plan.

Rubric provided by the Programmes Department

SAMPLE 9: PORTFOLIO (___/100 MARKS)

Performance Criteria (20 marks each)	Unsatisfactory (0-5 Mark)	Limited (6-10 Marks)	Competent (11-15 Marks)	Exemplary (16-20 Marks)
Quality of Artefacts	The little variety of artefacts do not clearly show the student's progress.	Samples of work represent one level of quality. Less than ten entries are related to the subject.	Samples of work indicate two levels of quality – average and best. Not all the artefacts are related to the subject.	A variety of samples of work have been included. All the artefacts are directly related to the subject.
Application of Knowledge and Understanding	Artefacts do not demonstrate a link between the knowledge, skills and competence required for the workforce.	Artefacts present only the knowledge that is applicable for the implementation scenario.	Artefacts present only the knowledge and the skills required for the real scenarios.	The artefact demonstrates a relevant application of the theoretical concepts within the real scenario. Knowledge, competence and skills are well evident in the artefacts.
Creativity and Innovation	Only one type of artefact is included. No creativity and innovation were evident.	Artefacts are of two types only. Innovation was lacking.	Artefacts do not include a wide mix of sources but just limited to only three types. There was an attempt to think outside the box.	Artefacts include a vast repertoire of sources comprising of photographs, video clips, PPT, DIY materials, written tasks using various digital tools and a cross-curricular element is evident. It is evident that there was thinking outside the box.
Write-up Content, Knowledge and Understanding	The write-up is brief and does not emphasise the growth of the student and self-critique is not included.	The write-up provides a description of the process but focuses only on the skills. Self-critique is not clear.	The write-up does not clearly describe the process to create the artefact thus the growth in one's competences and skills is not clearly identified. Self-critique is evident in some instances but not throughout.	The write-up shows a comprehensive description of the process leading to the build-up of the portfolio. Reflections clearly explain the competences and skills shown in the artefact. Self-critique of how the artefact can yet be improved is evident.
Language Use	Material is difficult to follow with poor aesthetic quality and with more than 80% of it with writing conventional errors.	Material is easy to read with some of it attending to the aesthetic quality but with major errors in writing.	Material is easy to read with good aesthetic quality but with some errors in the writing conventions.	Material is easy to read with excellent aesthetic quality of text and excellent writing conventions.

Rubric provided by the Programmes Department

SAMPLE 10: RESEARCH ASSIGNMENT (___/100 MARKS)

Performance Criteria (20 marks each)	Unsatisfactory (0-5 Mark)	Limited (6-10 Marks)	Competent (11-15 Marks)	Exemplary (16-20 Marks)
Writing Style and Organisation	Write-up lacks structure, hard to understand , not in academic format and contains several grammatical and other typo errors. Chapters do not include sub-headings, figures and/or tables.	Write-up lacks structure, hard to understand , only few instances represent evidence of academic writing, and almost half of the content has grammatical and other typo errors. Chapters include up to three sub-headings and only figures are included.	Write-up is mostly in structured format, paragraphs link well and written in an academic way with sporadic typos or grammatical errors. Chapters include more than three sub-headings with figures and tables complementing the argument in the text.	Write-up is presented in a well-structured format, highly coherent and with the appropriate academic format throughout. A table of contents, abstract, a declaration of authenticity, acknowledgements and appendices are included.
Content, Knowledge and Understanding	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.
Coherence and Cohesion	Research study is difficult to read and to make sense of the main idea and how the parts link to the whole.	Research study read is flowing in certain sections and chapters but their connection with the whole argument is rather unclear.	Research study read is flowing with sections in one or two chapters being a bit unclear. The connection of each part with the whole idea is clear.	Research study read is very clear and flowing, sections and chapters link well to each other. The totality of the research product is very sound.
Analysis and Interpretation of Findings	Interpretation of the findings is merely a recount rather than an analysis of what the data is telling.	Reflection on the findings show only a lower order thinking skills up to comprehension with some application but the analysis is not connected with the literature.	Reflection on the findings and an element of critical thinking through the use of evaluation and face-value analysis is evident and relates partially to some literature.	Critical thinking and reflection show higher order skills of thinking – synthesis, analysis and evaluation embedded in current literature to substantiate the claims being made.
References	In-text references do not tally with the list of references at the end.	Few references related to the topic with inconsistent referencing style. Key references on the topic missing. References are in their majority old	75% of the references fit the topic under study. In-text references are all reflected in the list at the end. There is a good reference mix old and contemporary references.	All the references are highly relevant and timely. Key authors have been included. Consistent style throughout. Reference list at the end supports the in-text references.

Rubric provided by the Programmes Department

SAMPLE 11: NON-RESEARCH BASED ASSIGNMENT (___/100 MARKS)

Performance Criteria	Unsatisfactory 0-1 marks	Limited 2-4 marks	Competent 5-7 marks	Exemplary 8-10 marks
Introduction (10 marks)	The introduction is missing or very poorly presented.	The introduction is poorly presented. The reader has only a vague idea of what to expect from this essay	The introduction is adequately presented. It adequately helps the reader to understand what will be dealt with and how.	The introduction is excellently presented. It clearly helps the reader to understand what will be dealt with and how.
Structure and Coherence (10 marks)	The essay is unstructured and disorganised. Transitional language is non-existent	Structure and organisation are somewhat lacking. There are few attempts at including transitional language.	The essay is well structured and well organised. Transitional language is used in an adequate manner. The essay is very well structured and is organised in an outstanding way. Transitional language is used in a highly competent manner.	The essay is well structured and well organised. Transitional language is used in an adequate manner. The essay is very well structured and is organised in an outstanding way. Transitional language is used in a highly competent manner.
Presentation of knowledge and reference to relevant literature (20 marks)	Demonstrated lack of understanding of content 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.
Focus and addressing the question (20 marks)	The focus is unclear. The main purpose of the essay is not understood. Essay does not address question. Essay is totally out of point.	The focus of the essay is not consistently clear. The main purpose of the essay is only partially understood. Essay only addresses essay in very few instances, most of the essay diverts and goes out of point.	The focus of the essay is clear. In most parts, the main purpose of the essay is understood. Essay mainly addresses the question.	The essay has a very clear focus. It demonstrates an excellent understanding of the main purpose of the essay. Essay completely addresses the question.
Development (10 marks)	The essay is very poorly developed. The argument/ description/narrative progresses in an erratic and ineffective way.	The development of the essay has a few shortcomings. The argument/ description/ narrative progresses in a way that shows limited planning and effectiveness.	The essay develops in an adequate manner. The progression of the argument/ description/ narrative is quite well planned and progresses in an effective way	The essay develops in a skilful manner. The progression of the argument/ description/ narrative is well planned, and it progresses in a highly effective way.
Originality (10 marks)	The essay completely lacks originality.	The essay demonstrates some originality.	The essay demonstrates originality, although not in a distinguishable way.	Originality is a strong factor that distinguishes the essay.
Conclusion (10 marks)	The conclusion is missing or very poorly written. The essay ends abruptly.	The conclusion is poorly written. The essay ends in a way that does not provide an adequate closure.	The conclusion is adequately written. It provides a fitting closure to the essay.	The conclusion is written in an impressive way. It provides an exceptional closure to the essay.
Grammar, Fluency and Writing (10 marks)	Several grammatical errors. Very poor sentence fluency and word choice.	Some grammatical errors. Poor sentence fluency and word choice.	Few grammatical errors. Satisfactory sentence fluency and word choice	Very few, if any, grammatical errors. Excellent sentence fluency and word choice.

Rubric provided by the Programmes Department

Version 1.0

23/11/2022

Approved by the Academic Board of the Institute for Education