

## What are Rubric Scorecards?

A rubric is a set of marking criteria usually associated with a particular assignment. There are three types of rubric; standard, custom and qualitative.

Standard rubrics - allow you to enter scale values and criteria percentages. The maximum value for the standard rubric will be the same as the highest scale value entered.

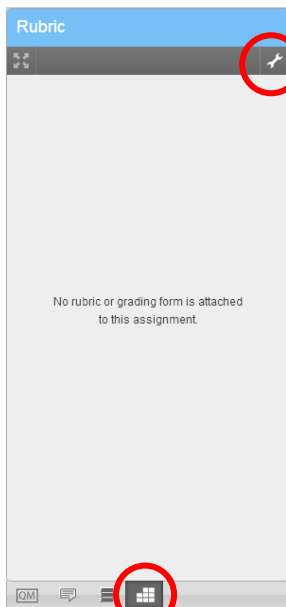
CRITERIA	Distinction	Merit	Pass	Refer	Fail
<b>Knowledge</b> Core Knowledge	Ability to synthesise new understandings of the subject material, teaching methods and student learning. Locates personal practice clearly in a context of national, institutional and/or departmental policy. Responds to learner	Ability to analyse the subject material, teaching methods and student learning using a wide range of approaches. Ability to explain learner difference, approaches to knowledge and different external policy imperatives.	Ability to describe subject material, teaching methods and student learning. Applies policy and practice in accordance with an understanding of learner difference.	Limited knowledge and understanding of subject material, teaching methods and student learning characterised by lists of names or approaches with few connections drawn between them.	Little knowledge of subject material and student learning consistency in terms.
<b>Reflection</b> Reflection and evaluation	Evidence of critical insight into own practice. Seeks feedback from a number of sources, including QA and QE processes, critically analysing the feedback and developing improved practice.	Evidence of critical insight into QA and QE processes and their own practice. Seeks and accepts feedback from at least one source outside of themselves and uses it to enhance practice.	Evidence of awareness of QA and QE processes and their own practice. Shows willingness and ability to evaluate their own practice and introduce change.	Little evidence of awareness of own practice and/or QA and QE processes. Little evidence of impact of reflection on practice.	Lack of evidence of own practice processes. Lack of evidence to reflect on practice.
<b>Values</b> Professional values	In an environment of competing values systems, shows ability to work within the UKPSF value systems in a proactive way.	Ability to work within the UKPSF values systems in such a way that values are consistently demonstrated in practice; appreciates other value systems.	UKPSF values described or implied and demonstrated in practice. Aware of other value systems.	Little evidence of UKPSF values being used in practice. Little awareness of other value systems.	No evidence of other value systems in practice.

Custom rubrics - allow you to enter any value directly into the rubric cells. The maximum value for the custom rubric will be the sum of the highest value entered in each of the criteria rows.

CRITERIA	Distinction	Merit	Pass	Refer	Fail
<b>Knowledge</b> Core Knowledge	0.00 Ability to synthesise new understandings of the subject material, teaching methods and student learning. Locates personal practice	0.00 Ability to analyse the subject material, teaching methods and student learning using a wide range of approaches. Ability to explain learner	0.00 Ability to describe subject material, teaching methods and student learning. Applies policy and practice in accordance with an understanding of learner	0.00 Limited knowledge and understanding of subject material, teaching methods and student learning characterised by lists of names or	0.00 Little knowledge of subject material, teaching methods and student learning consistency in terms.
<b>Reflection</b> Reflection and evaluation	0.00 Evidence of critical insight into own practice. Seeks feedback from a number of sources, including QA and QE processes, critically	0.00 Evidence of critical insight into QA and QE processes and their own practice. Seeks and accepts feedback from at least one source	0.00 Evidence of awareness of QA and QE processes and their own practice. Shows willingness and ability to evaluate their own practice and	0.00 Little evidence of awareness of own practice and/or QA and QE processes. Little evidence of impact of reflection on practice.	0.00 Lack of evidence of own practice processes. Lack of evidence to reflect on practice.
<b>Values</b> Professional values	0.00 In an environment of competing values systems, shows ability to work within the UKPSF value	0.00 Ability to work within the UKPSF values systems in such a way that values are consistently	0.00 UKPSF values described or implied and demonstrated in practice. Aware of other value	0.00 Little evidence of UKPSF values being used in practice. Little awareness of other value systems.	0.00 No evidence of other value systems in practice.

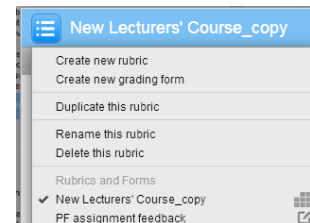
Qualitative rubrics - allow you to create a rubric that has no numeric scoring (Turnitin, 2014).

CRITERIA		SCALES				
		Distinction	Merit	Pass	Refer	Fail
<b>Knowledge</b> Core Knowledge	Ability to synthesise new understandings of the subject material, teaching methods and student learning. Locates personal practice clearly in a context of national, institutional and/or departmental policy. Responds to learner diversity, external environment, disciplinary.	Ability to analyse the subject material, teaching methods and student learning using a wide range of approaches. Ability to explain learner difference, approaches to knowledge and different external policy imperatives.	Ability to describe subject material, teaching methods and student learning. Applies policy and practice in accordance with an understanding of learner difference.	Limited knowledge and understanding of subject material, teaching methods and student learning characterised by lists of names or approaches with few connections drawn between them.	Little knowledge of subject material, student learning consistency, in terms.	
<b>Reflection</b> Reflection and evaluation	Evidence of critical insight into own practice. Seeks feedback from a number of sources, including QA and QE processes, critically analysing the feedback and developing improved practice.	Evidence of critical insight into QA and QE processes and their own practice. Seeks and accepts feedback from at least one source outside of themselves and uses it to enhance practice.	Evidence of awareness of QA and QE processes and their own practice. Shows willingness and ability to evaluate their own practice and introduce change.	Little evidence of awareness of own practice and/or QA and QE processes. Little evidence of impact of reflection on practice.	Lack of evidence of own practice processes. Lack of evidence to reflect on practice.	
<b>Values</b> Professional values	In an environment of competing values systems, shows ability to work within the UKPSF value systems in a proactive way.	Ability to work within the UKPSF values systems in such a way that values are consistently demonstrated in practice, appreciates other value systems.	UKPSF values described or implied and demonstrated in practice. Aware of other value systems.	Little evidence of UKPSF values being used in practice. Little awareness of other value systems.	No evidence of value systems	



To create a new rubric scorecard, open the GradeMark interface by clicking on the pencil icon in the Submission inbox. Make sure that the **Rubric** button (the one with the little squares) is selected at the bottom of the right hand pane. Click on the spanner icon to access the **Rubric/Form Manager** area. If you have previously created a rubric it will appear in this area; for the purposes of this guide ignore any previously created rubrics.

Click on **Create new rubric** from the drop down menu at the top left of the Rubric/Form Manager area.



Enter a name for your rubric in the title box at the top of the blank rubric that appears.

By default three criterion and three scales are displayed in any new rubric. To add more simply click on either (or both) of the + signs in the grey bar at the top of the rubric scorecard.

You now need to choose the type of rubric scorecard that you want to use. At the bottom of the scorecard choose the % button for the standard rubric, the **paper/pencil** icon for the custom rubric and the **0** icon for the qualitative rubric.

Depending on your choice you will have slightly different fields to fill in so not all of the following fields apply to all of the rubric types.

Click on Criterion 1, Criterion 2, Scale 1, Scale 2 etc. to give your criteria and scales titles. The title boxes are limited to a small number of characters (typically 12) so keep your titles short and easy to understand.

Click on the numbers to add the rating value to each scale and criterion percentage to each criterion. You will be able to add a description to each criterion and scale by clicking in the description box underneath each title. Press Enter or click somewhere else on the scorecard to complete the process.

Click in the cells of the scorecard to add descriptions to each of them. Once again press Enter or click somewhere else on the scorecard to complete the process. If at any time you wish to delete a criterion or a scale, click on the delete icon that appears when you start editing them.

Click on the **Save** button to finish your scorecard. At this point the scorecard will have been added to the Rubric/Form Manager area only. You then need to attach it to the assignment. You cannot attach more than one rubric scorecard to an assignment. Click on the **attach** button in the blue bar at the top of the scorecard to do this.