

Rubric 1: Criteria for Rating Answers to Key Evaluation Questions

Excellent	<ul style="list-style-type: none"> Performance is clearly exemplary in relation to the question. Very few or no gaps or weaknesses. Any gaps or weaknesses have no significant impact and are managed effectively.
Good	<ul style="list-style-type: none"> Performance is generally strong in relation to the question. Few gaps or weaknesses. Gaps or weaknesses have some impact but are mostly managed effectively.
Adequate	<ul style="list-style-type: none"> Performance is inconsistent in relation to the question. Some gaps or weaknesses have impact, and are not managed effectively. Meets minimum expectations/requirements¹ as far as can be determined.
Poor	<ul style="list-style-type: none"> Performance is unacceptably weak in relation to the question. Significant gaps or weaknesses are not managed effectively. Does not meet minimum expectations/requirements¹

Rubric 2: Criteria for Rating Educational Performance in Focus Areas

Excellent	<ul style="list-style-type: none"> Highly effective / exemplary focus area in terms of both contributing processes and outcomes². Comprehensively meets the needs of learners/stakeholders. Very few or no gaps or weaknesses. Any gaps or weaknesses have no significant impact and are managed effectively.
Good	<ul style="list-style-type: none"> Effective processes and outcomes. Generally meets the needs of learners/stakeholders. Few gaps or weaknesses. Gaps or weaknesses have some impact but are mostly managed effectively.
Adequate	<ul style="list-style-type: none"> Inconsistent processes and outcomes. Inconsistently meets needs of learners/stakeholders i.e. meets some needs and not others. Some gaps or weaknesses have impact, and are not managed effectively. Meets minimum expectations/requirements³ as far as can be determined.
Poor	<ul style="list-style-type: none"> Focus area is ineffective, or has serious weaknesses. Significant gaps or weaknesses are not managed effectively. Does not meet minimum expectations/requirements⁴.

Rubric 3: Criteria for rating Capability in Self-Assessment in Focus Areas and across KEQs

Excellent	<ul style="list-style-type: none"> Clear evidence of highly effective self-assessment⁴ used to gain a comprehensive (full) understanding of educational performance and bring about wide-ranging, worthwhile improvements. Clear and comprehensive evidence of improved outcomes. Any gaps or weaknesses in self-assessment are not significant and are managed effectively. In this context, self-assessment is clearly part of a coherent and comprehensive approach across the TEO.
Good	<ul style="list-style-type: none"> Good evidence of effective self-assessment used to understand educational performance and bring about many worthwhile improvements. Some good evidence of improved outcomes. Any gaps or weaknesses in self-assessment are not significant and are mostly managed effectively. In this context, self-assessment is generally part of a reasonably coherent and comprehensive approach across the TEO.
Adequate	<ul style="list-style-type: none"> Self-assessment is of inconsistent quality and/or used inconsistently to understand educational performance and bring about improvements. Limited or little evidence of improved outcomes. Some significant gaps or weaknesses in self-assessment which are not managed effectively. In this context, self-assessment is not part of a coherent and comprehensive approach across the TEO.
Poor	<ul style="list-style-type: none"> Self-assessment is ineffective, or has serious weaknesses. Little or no evidence of the effect of improved outcomes. Weaknesses not addressed effectively or still require significant improvement to meet minimum expectations.

¹ For example, many professional or registration bodies such as those for accountancy, nursing, medical radiation technology, and social work, have expected levels of performance or professional standards that graduates are required to meet.

² Refer to the tertiary evaluation indicators and the characteristics of effective self-assessment.

³ For example, many professional or registration bodies such as those for accountancy, nursing, medical radiation technology, and social work, have expected levels of performance or professional standards that graduates are required to meet.

⁴ Refer to the tertiary evaluation indicators and the characteristics of effective self-assessment.