

# Introduction to assessment rubrics and rubric design



COMMONWEALTH *of* LEARNING

# Rubric elements

Criteria - PC	Performance level A judgment statement	Performance level B judgment statement	Performance level C judgment statement	Performance level D judgment statement



## Rubric for coffee



# Where we start?



# What makes a good coffee?



Criteria



# What makes a good coffee?



## Criteria – examples

Taste/Flavour  
Strength  
Foam / Froth  
Aroma  
Texture/body

Recipe/style (correct proportions of  
milk or water to espresso)  
Crema  
Temperature  
Presentation

Colour  
Service speed  
Preferences met



# Performance Criteria



## **Example:**

Make coffee that meets the preferences and needs of the customer.



To design a rubric  
work backwards



## 1 - outcomes

Start with PCs:

Is the type of assessment right to demonstrate /measure the PCs?

## 2 - criteria

Focus on the learning skills and not the activity completion or how well instructions were followed?

Is your performance criteria clear?

## 3 – performance levels/ judgement statements

Would it be easy for markers to assess and interpret the performance quality using the rubric?

Are the levels of performance distinct enough ?

Work backwards



# What makes a good coffee?



## Criteria – examples

Taste/Flavour  
Strength  
Foam / Froth  
Aroma  
Texture/body

Recipe/style (correct proportions of  
milk or water to espresso)  
Crema  
Temperature  
Presentation

Colour  
Customer preferences  
met  
Service speed



## 1 - outcomes

Start with PCs:

Is the type of  
assessment right to  
demonstrate  
/measure the PCs?

PC1. Make coffee that meets the preferences and needs of the customer.

PC2. Coffee is serviced within the service standard time.

## Assessment

You just finished your barista training and it is your first day serving customers.

**Your supervisor will be observing how you meet your customer preferences and needs in the expected time of service.**



## 1 - outcomes



## 2 - criteria

Is the focus on the PCs (skills) and not the activity completion or how well instructions were followed?

Is your performance criteria clear?

Sought customer preferences and needs

Order taken and completed within target timeframe

## 3 – performance level / judgment statements

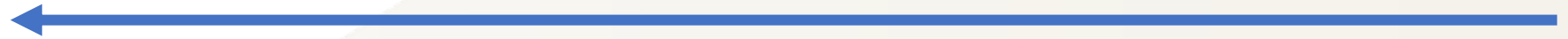


Poorly written performance levels/  
judgement statements often indicate we  
don't understand the performance well.

(symptom not the cause)

# Yes and, Yes, Yes but, No

Performance level continuum



	Yes - M	Yes but - C	No but - NYC	No - NC
	Yes	Yes but	No but	No



Distinguishing between the levels  
of performance (M, C, NYC)



# Minimum requirement

Least performance without  
causing embarrassment to  
achieve competence



	Exceeds – M	Minimum - C	Fails - NYC



Criteria – is it clear to all?  
Is it observable?  
Can you see it, hear it, touch it?

NYC - not yet competent  
C - competent  
M - mastery





# Yes, Yes but, No but, No

Example: Make coffee that meets the preferences and needs of the customer

Performance level continuum

	Yes	Yes but	No but	No
Sought customer preferences and needs	<b>Yes</b> , including: the type of coffee, all relevant additives (type of milks, sugars, toppings or additional flavours). Additional needs sought or taken into account, such as serving size, takeaway.	<b>Yes</b> preferences sought <b>but</b> additional needs such as size, takeaway, not sought or taken into account.	<b>No</b> , didn't seek all customer preferences e.g. didn't ask about some additives or coffee type <b>but</b> did ask about some preferences.	<b>No</b> , preferences not sought, and or assumptions made with type of coffee.

Criteria – is it clear to all?

Is it observable?

Can you see it, hear it, (touch it, taste it, smell it)?



# Yes, Yes but, No but, No

Example: Make coffee that meets the preferences and needs of the customer

Performance continuum



	Yes - <b>M</b>	Yes but – <b>C</b>	No but – <b>NYC</b>	No - <b>NC</b>
Sought customer preferences and needs	<b>Yes</b> , including: the type of coffee, all relevant additives (type of milks, sugars, toppings or additional flavours). Additional needs sought or taken into account, such as serving size, takeaway.	<b>Yes</b> preferences sought <b>but</b> additional needs such as size, takeaway, not sought or taken into account.	<b>No</b> , didn't seek all customer preferences e.g. didn't ask about some additives or coffee type <b>but</b> did ask about some preferences.	<b>No</b> , preferences not sought, and or assumptions made with type of coffee.



# Yes, Yes but, No but, No

Example: Make coffee that meets the preferences and needs of the customer

Performance continuum



	Yes - C	Yes but – NYC	No but – NC	No - NC
Sought customer preferences and needs	<b>Yes</b> , including: the type of coffee, all relevant additives (type of milks, sugars, toppings or additional flavours). Additional needs sought or taken into account, such as serving size, takeaway.	<b>Yes</b> preferences sought <b>but</b> additional needs such as size, takeaway, not sought or taken into account.	<b>No</b> , didn't seek all customer preferences e.g. didn't ask about some additives or coffee type <b>but</b> did ask about some preferences.	<b>No</b> , preferences not sought, and or assumptions made with type of coffee.



Next: common mistakes and  
how to avoid or overcome  
them