

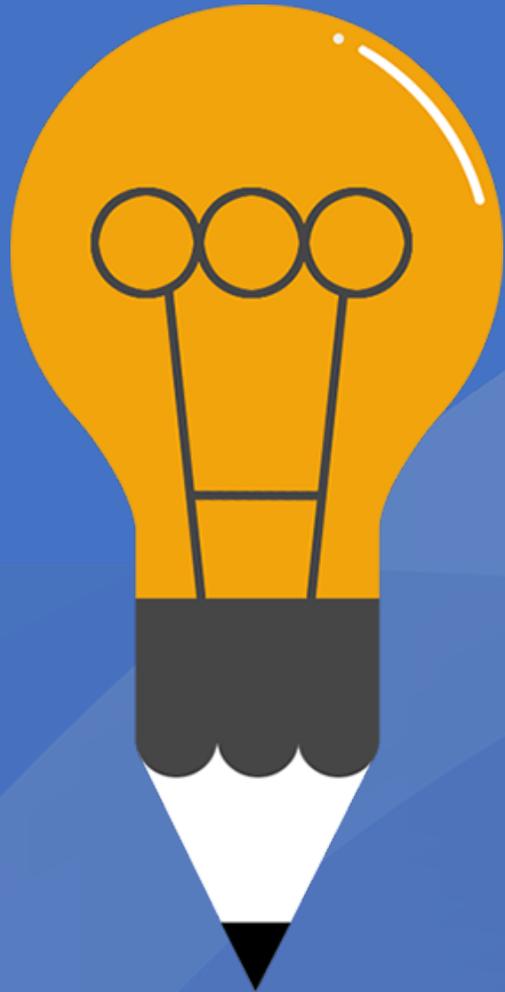
Introduction to assessment rubrics and rubric design



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

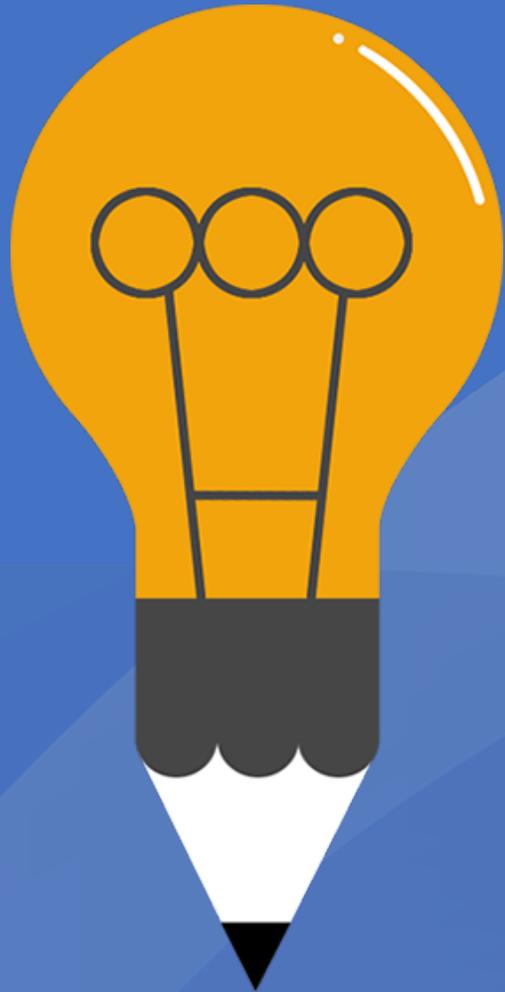


Performance Criteria



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?

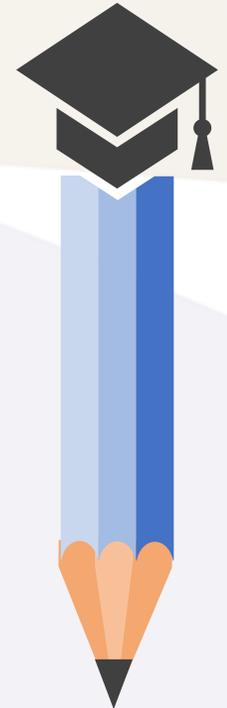
Is your performance criteria clear?

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

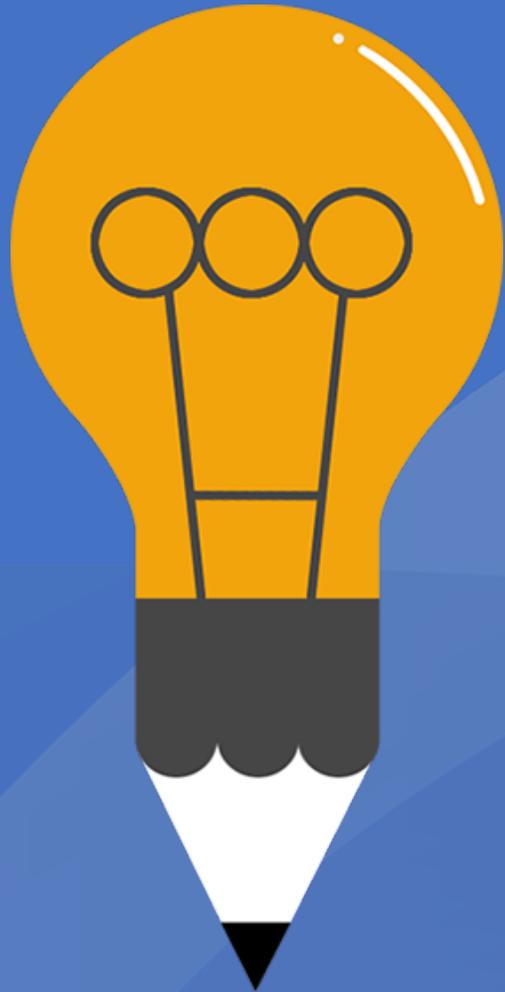
Is the focus on the PCs (skills) and not the activity completion or how well instructions were followed?

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.

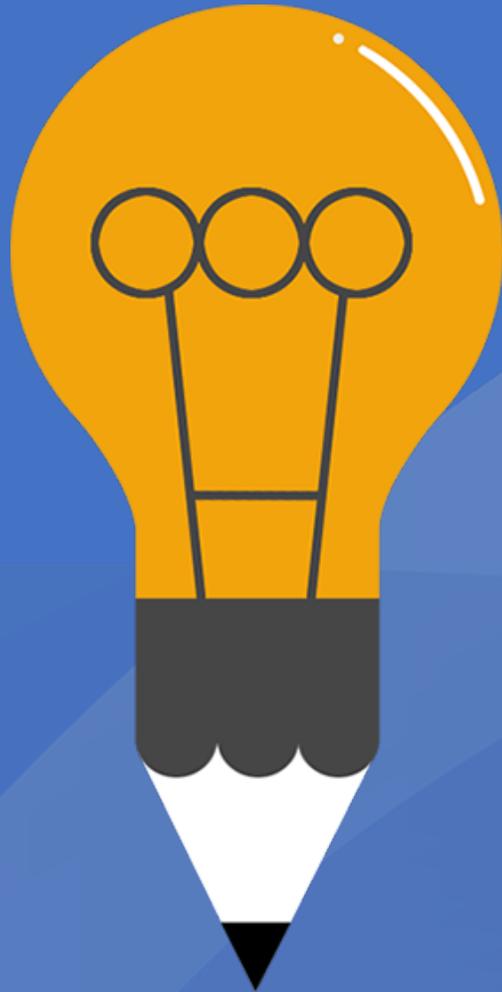
(symptom not the cause)

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	Yes , 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.	Yes preferences sought but additional needs such as size, takeaway, not sought or taken into account.	No , didn't seek all customer preferences e.g. didn't ask about some additives or coffee type but did ask about some preferences.	No , 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 - M	Yes but – C	No but – NYC	No - NC
Sought customer preferences and needs	Yes , 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.	Yes preferences sought but additional needs such as size, takeaway, not sought or taken into account.	No , didn't seek all customer preferences e.g. didn't ask about some additives or coffee type but did ask about some preferences.	No , 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	Yes , 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.	Yes preferences sought but additional needs such as size, takeaway, not sought or taken into account.	No , didn't seek all customer preferences e.g. didn't ask about some additives or coffee type but did ask about some preferences.	No , preferences not sought, and or assumptions made with type of coffee.



Next: common mistakes and
how to avoid or overcome
them