



So, your marking rubric may be developed as below. The standards still follow the cut off points of the JCU Grading system (Learning, Teaching and Assessment Policy Item 5.22.1):

	<i>(Upper-range D to HD; 80-100%)</i>	<i>(C to mid-range D; 65-79%)</i>	<i>(P; 50-64%)</i>	<i>(N; 0-49%)</i>
		<i>Standard that lies between these</i>		<i>Unacceptable standard</i>



Alternatively, the overall grade for the assessment task may be arrived at by way of generating a formula (e.g. : HD on 3 criteria; no less than D on other criterion; : D on 3 criteria; no less than a C on other criterion, etc.).

To ensure that assessment judgements are defensible, consist and transparent, it is essential that criteria and standards are used in conjunction with and . Formative activities such as , , are additional ways of using criteria and standards for the enhancement of student learning.

My rubric has:

• <i>A manageable number of concisely stated criteria, aligned with SLOs?</i>	Yes
• <i>The number of standards required for the task, aligned with the JCU grading system?</i>	Yes
• <i>Standards that are reasonably pitched, framed positively and, where possible, focus on demonstrable qualities?</i>	Yes

Sample Task Rubric

	(Upper D to HD)	(C to mid D)	(P)	
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Sample Course Learning Outcome Rubric

	<i>Identifies and explains key issues in a routine IT related situation.</i>	<i>Identifies and explains key issues in a routine IT related situation, drawing upon</i>	
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