



# Owning the Rubric

[Researcher names and institution names will need to be modified to suit your context]

## Questionnaire 1 for Lecturers – Phase 2

### RESEARCH PROJECT AND QUESTIONNAIRE INFORMATION:

We invite you to take part in this questionnaire about your knowledge, use, and understanding of rubrics. Participation in this research is voluntary. It is completely up to you whether or not to participate. Only people who give their informed consent will be included in the study. Even if you agree to participate you may withdraw at any time without giving a reason. If you decide not to participate, or wish to withdraw from the project at any time, you will not be disadvantaged. Your participation in this part of the project will take approximately 15 minutes. This research is supported by a grant to Avondale College of Higher Education, the University of Technology Sydney, and Charles Sturt University from the Office for Learning and Teaching (OLT)/ Department of Education and Training (DET).

If you have any questions, comments, or concerns about the research, please do not hesitate to contact us (Professor Anthony Williams: [tony.williams@avondale.edu.au](mailto:tony.williams@avondale.edu.au); Bev Christian: [bev.christian@avondale.edu.au](mailto:bev.christian@avondale.edu.au) or Wendy Jackson: [wendy.jackson@avondale.edu.au](mailto:wendy.jackson@avondale.edu.au)). Also, please see the attached **Information Statement**. Thank you in advance for taking the time to participate in this questionnaire. We appreciate your time and effort.

Regards,

Prof Anthony Williams (Lead Investigator)

Assoc Prof Maria Northcote, Dr Wendy Jackson, Bev Christian

Avondale College of Higher Education

### CONSENT:

If you give your consent to participate in this survey, please select the **Yes** option below.

If you do not give your consent, please select the **No** option below.

☐ Yes

☐ No

**NAME:**

**Signature:**

## INSTRUCTIONS TO PARTICIPANTS:

Please answer all questions. If you need more space for an answer, please continue on the back of the page after clearly identifying which question you are answering.

### A. Context questions (Questions about you)

1. In which institution are you a lecturer?

- ☐ Avondale College of Higher Education
- ☐ Charles Sturt University
- ☐ University of Technology Sydney

2. In which subject (unit or course) will the newly constructed rubric be used?

3. In which degree/s will the newly constructed rubric be used?

4. How many years have you been teaching at university level?

- ☐ 1 - 5 years
- ☐ 6 - 10 years
- ☐ 11 years or more

5. Do you have an education specific degree? That is, do you have either an education degree as your specialty or an education degree in addition to your specialty?

- ☐ Yes
- ☐ No

6. What is your gender?

- ☐ Female
- ☐ Male
- ☐ Other
- ☐ Prefer not to answer

## B. Questions about rubrics

7. In one or two sentences describe what you understand by the word rubric?

8. What do you believe is the purpose of a rubric?

9. In the past how have you constructed assessment rubrics?

For each of the following statements indicate how closely you agree or disagree with each statement.

- A score of 1 indicates that you strongly disagree with the statement or that it never describes your behaviour.
- A score of 4 indicates you strongly agree with the statement or that it usually or always describes your behaviour.

	1 = strongly disagree    4 = strongly agree			
	1	2	3	4
10. I create my own rubrics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I consider previous student feedback on my assessments and rubrics when I design or revise my rubrics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I design my rubrics to help students understand what I am expecting my students to present in their assessments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Rubrics in the unit information documents are primarily to help me grade assessments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. The rubric assesses each component of the learning outcome.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Even though I use a rubric, my students frequently have questions about how their grade was calculated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. I think it is important for each assessment to have a rubric.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Rubrics aid the learning of my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Students should have input in the construction of rubrics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Student input into the construction of rubrics will help student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. How could lecturers and students best work together to construct rubrics?

21. What challenges do you think might arise as lecturers and students work together in constructing rubrics?

22. What outcome do you hope the project produces?

### Thank you

Thank you for taking the time to answer these questions. We recognise that there are other ways you could be spending this time and appreciate your willingness to be involved. When you have completed this questionnaire please place it with your student questionnaires and return them to the researcher in the supplied envelope.