



Owning the Rubric

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

Questionnaire 1 for Students – 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 or comments about the research, please do not hesitate to contact us (Professor Anthony Williams: tony.williams@avondale.edu.au, Bev Christian: bev.christian@avondale.edu.au or Wendy Jackson: 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 listed below. If there is not enough space for your answer, please continue it on the back of the page.

A. Context questions (Questions about you)

1. What institution are you enrolled in?

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

2. What degree are you enrolled in?

3. How much of your degree have you completed so far?

- ☐ One quarter or less
- ☐ Between one quarter and one half
- ☐ Between one half and three quarters
- ☐ More than three quarters of the degree

4. What is your gender?

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

5. Which age group do you belong to?

- ☐ 18-23 years
- ☐ 24-29 years
- ☐ 30-35 years
- ☐ 36 and over

6. Do you speak a language other than English at home or when you communicate with your family?

- ☐ No
- ☐ Yes. Please specify _____

B. Questions about rubrics

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

8. Why do you think your lecturer provides a rubric for each assessment task?

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
9. I look at the rubrics supplied in unit documents before I complete my assessments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Rubrics in unit documents help me understand what the teacher is expecting of my assessments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. When I look at the rubrics supplied by my lecturers I find them confusing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Rubrics in the unit information documents help me understand how my grade will be determined.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. When I look at the rubrics supplied by my lecturers I can understand the differences between each level of performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. When I receive my grades I can see by looking at the rubric how my grade was calculated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I think it is important for each assessment to have a rubric.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Rubrics aid my learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Students should have input in the construction of rubrics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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

20. What outcomes do you hope this 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 in the supplied envelope and return it to the lecturer who gave it to you.