



Owning the Rubric

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

Questionnaire 2 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; 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. 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. Questions about rubrics

1. What impact has participation in co-construction of a rubric had on your own understanding of rubrics?

2. What impact do you believe the co-construction of a rubric has had on your students' understanding of 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
3. The rubric co-construction process has enhanced my understanding of rubrics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The concept of students creating their own assessment rubric is challenging to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The co-construction process was a valuable teaching exercise for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The co-construction process was a valuable learning exercise for my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Each group member in the rubric co-construction group made a valuable contribution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. I believe the rubric co-construction process has improved my students' understanding of rubrics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The contribution of the students to the co-construction process was enthusiastic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Discussion formed a large part of the co-construction process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Students were keen to report back to the group after pair work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Students found writing criteria descriptors to measure learning outcomes challenging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Students needed access to several sample rubrics before attempting to co-construct one.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. I believe the rubric co-construction process has improved my students' understanding of rubrics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. What additional advice do you have for lecturers wanting to co-construct rubrics with their class?

16. What additional observations would you like to make about this process?

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 researchers in the supplied envelope.