



Owning the Rubric

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

Questionnaire 2 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 completed 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. Questions about rubrics

1. Briefly describe the process used by your lecturer to work with you and your peers to construct the rubric.

2. In one or two sentences describe how you contributed to the rubric co-construction process.

For each of the following statements indicate how closely you agree 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. 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"/>
4. 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"/>
5. 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"/>
6. 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"/>

7. 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"/>
8. I found the rubric co-construction process to be helpful to my own understanding of rubrics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I found the rubric co-construction process to be challenging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I felt my contribution to the rubric co-construction process was valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Students should have an input in the construction of rubrics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I felt as though I made a worthwhile contribution to the co-construction of the rubric.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Involvement in the co-construction process has changed the way I think about rubrics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. What specific challenges did you encounter throughout the rubric co-construction process?

15. What process did your group follow to arrive at consensus?

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.