Tip sheet - Rubrics and marking guides in FLO

Rubrics and marking guides serve the common purpose of elaborating upon how marking will be conducted. As discussed in the Good Practice Guide – Rubrics, rubrics consist of a table where the rows represent criteria and the columns performance standards with a description of each performance standard appearing against each criterion.   In contract, marking guides describe standard criterion rather than differentiating performance across a scale of quality.

This tip sheet provides an overview of the different methods that can be used within FLO to create, communicate and use rubrics and marking guides for marking student's assessment. Within FLO, when you are using the assignment tool there are three methods to facilitate rubrics and/or marking guides:

1. online rubrics (built in FLO) (Figure 1)
2. online marking guides (built in FLO) (Figure 2)
3. a feedback file (either a rubric or a marking guide), uploaded to FLO

Online rubrics

Some key features to note about online rubrics include:

- The first cell in each row contains descriptive text outlining the criteria
- Subsequent cells contain descriptions of performance standards
- Numeric values must be assigned to each performance standard and need to be presented as discreet values, not in a range
- Numeric values do not need to be identical between rows with respect to the different performance standards (i.e. criteria can be differentially weighted)
- One cell in each row (either the first or the last) needs to contain a zero value
- The number of performance standards does not need to be the same for each criterion

Career, pathway options and entry requirements identified	Diverse options shown. Sources indicate depth and breadth of research **30 points**	Information is correct and research is evident **20 points**	Information is correct but minimal research evident **15 points**	Requirements not identified or not correct **0 points**
Other skills and experience identified	Depth and breadth of research is evident, contexts provided **20 points**	Depth and/or breadth of research is evident **15 points**	Desirable skills and experience identified **10 points**	Desirable skills and experience not identified **0 points**
Philosophy and goal importance discussed	Discussion links goal to personal values **40 points**	Discussion links goal to personal interest **30 points**	Importance is identified but not discussed **20 points**	Importance not identified **0 points**
Structure and style of essay including referencing	References provided, essay structure used, ideas are linked and clearly expressed **10 points**	References provided, essay structure used, ideas are linked **8 points**	References provided, essay structure used **5 points**	No references provided, or essay lacks structure, or is difficult to follow **0 points**

Figure 1: Example of a FLO online rubric

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Online marking guides

Some key features to note about online marking guides include:

- The ability to define a set of criteria for a piece of assessment
- Each criterion can be assigned a maximum score or can function in the absence of a numeric value
- As with online rubrics, online marking guides can have criteria differentially weighted (as per the example in figure 2)
- No performance standards are included
- Unlike online rubrics, a set of pre-defined comments can be set up

Career / pathway / entry qualifications
Description for Students
Research a career option that appeals to you. Show a pathway that supports your career option, ensuring you include the minimum qualifications required.
Description for Markers
Maximum score 30

Skills / experience
Description for Students
Identify any skills and experience desired for your chosen career option.
Description for Markers
Maximum score 20

Philosophy and goals
Description for Students
Discuss the importance of the goal and the importance to you.
Description for Markers
Maximum score 40

Essay
Description for Students
Make sure your essay is compiled in a structured manner, include any references you have noted. Ensure you have linked your ideas in a clear and concise manner.
Description for Markers
Maximum score 10

Frequently used comments
Excellent - Diverse options shown. Sources indicate depth and breadth of research
Good - Information is correct and research is evident
Satisfactory - Information is correct but minimal research is evident

Figure 2: Example of a FLO online marking guide

Feedback file

In the assignment tool you can upload a feedback file which will allow you (during the marking process) to download a zip folder containing a copy of the feedback file for each student. You'll then be able to complete the feedback file for each student and return to FLO in a one-step upload process. The feedback file can be a Word or PDF document containing your rubric or marking guide.

Some key features to note about feedback files include:

- A high level of flexibility with regards to how the rubric or marking guide is designed (e.g. the ability to add a mark range or grade indicator to each performance standard in a rubric, or to setup the rubric or marking guide without numeric values)
- Allows for assignments to be marked offline (i.e. without internet connection)
- In order for the feedback file to display to students it must also be uploaded as an additional file in the assignment description

Comparison of functionality

In terms of functionality, these three methods present with their distinctive benefits and limitations, and as such may have varying levels of suitability for different educational uses and contexts. Table 1 outlines some of these differences.

	Online rubric	Online marking guide	Feedback file
Creation	[Via FLO interface](#)	[Via FLO interface](#)	[Create file and upload](#) (word, pdf, excel as suits)
Visible to students prior to submission	Allow via FLO setting	Allow via FLO setting	Need to add a separate file in the assignment description. (PDF recommended)
Marking method	Mark online. Click cells to generate grade and provide feedback	Mark online. Assign points per criteria to generate grade and leave comments	Use with offline marking to provide feedback in support of grade given.
Students viewing/saving feedback	View rubric in assignment feedback interface No inbuilt mechanism for students to save as an artefact	View marks and comments in assignment feedback interface No inbuilt mechanism for students to save as an artefact	Student views/downloads file which can be saved from assignment feedback interface
FLO tools that support this functionality	• [Assignments](#) • Peer & self-assessment • Forum grading (post Dec 16)	• [Assignments](#) • Peer & self-assessment • Forum grading (post Dec 16)	• [Assignments](#)
Portability	Marking must occur online.	Marking must occur online.	Marking can occur offline and may increase the number of possible locations that this can occur from. Will need to be online to upload.

Table 1: Overview of some of the common benefits and limitations associated with using FLO online rubrics, online marking guides as well as feedback file-created rubrics and marking guides

Different assessments will likely present with varying levels of compatibility with the rubric and marking guide options outlined here. Given the high number of considerations that need to be made in determining the most suitable solution, it is advisable to spend some time further exploring these options to ascertain your preference, or make some time to chat with your [College Learning Designer and/or Academic Developer, if developing a Rubric for upload](#). Specific information about setting up each of the online [rubrics](#), online [marking guides](#) and [feedback files](#) is available within the FLO staff support pages. Furthermore, it also needs to be remembered that the information outlined here specifically relates to the assignment tool, (plus peer and self-assessment and forum after 16 December 2020). It is important to ensure that you are choosing the right tool for your assessment.