

Rubric 1: Criteria for Rating Answers to Key Evaluation Questions

Excellent	<ul style="list-style-type: none"> Performance is clearly exemplary in relation to the question. Very few or no gaps or weaknesses. Any gaps or weaknesses have no significant impact and are managed effectively.
Good	<ul style="list-style-type: none"> Performance is generally strong in relation to the question. Few gaps or weaknesses. Gaps or weaknesses have some impact but are mostly managed effectively.
Adequate	<ul style="list-style-type: none"> Performance is inconsistent in relation to the question. Some gaps or weaknesses have impact, and are not managed effectively. Meets minimum expectations/requirements¹ as far as can be determined.
Poor	<ul style="list-style-type: none"> Performance is unacceptably weak in relation to the question. Significant gaps or weaknesses are not managed effectively. Does not meet minimum expectations/requirements¹

Rubric 2: Criteria for Rating Educational Performance in Focus Areas

Excellent	<ul style="list-style-type: none"> Highly effective / exemplary focus area in terms of both contributing processes and outcomes². Comprehensively meets the needs of learners/stakeholders. Very few or no gaps or weaknesses. Any gaps or weaknesses have no significant impact and are managed effectively.
Good	<ul style="list-style-type: none"> Effective processes and outcomes. Generally meets the needs of learners/stakeholders. Few gaps or weaknesses. Gaps or weaknesses have some impact but are mostly managed effectively.
Adequate	<ul style="list-style-type: none"> Inconsistent processes and outcomes. Inconsistently meets needs of learners/stakeholders i.e. meets some needs and not others. Some gaps or weaknesses have impact, and are not managed effectively. Meets minimum expectations/requirements³ as far as can be determined.
Poor	<ul style="list-style-type: none"> Focus area is ineffective, or has serious weaknesses. Significant gaps or weaknesses are not managed effectively. Does not meet minimum expectations/requirements⁴.

Rubric 3: Criteria for rating Capability in Self-Assessment in Focus Areas and across KEQs

Excellent	<ul style="list-style-type: none"> Clear evidence of highly effective self-assessment⁴ used to gain a comprehensive (full) understanding of educational performance and bring about wide-ranging, worthwhile improvements. Clear and comprehensive evidence of improved outcomes. Any gaps or weaknesses in self-assessment are not significant and are managed effectively. In this context, self-assessment is clearly part of a coherent and comprehensive approach across the TEO.
Good	<ul style="list-style-type: none"> Good evidence of effective self-assessment used to understand educational performance and bring about many worthwhile improvements. Some good evidence of improved outcomes. Any gaps or weaknesses in self-assessment are not significant and are mostly managed effectively. In this context, self-assessment is generally part of a reasonably coherent and comprehensive approach across the TEO.
Adequate	<ul style="list-style-type: none"> Self-assessment is of inconsistent quality and/or used inconsistently to understand educational performance and bring about improvements. Limited or little evidence of improved outcomes. Some significant gaps or weaknesses in self-assessment which are not managed effectively. In this context, self-assessment is not part of a coherent and comprehensive approach across the TEO.
Poor	<ul style="list-style-type: none"> Self-assessment is ineffective, or has serious weaknesses. Little or no evidence of the effect of improved outcomes. Weaknesses not addressed effectively or still require significant improvement to meet minimum expectations.

1 For example, many professional or registration bodies such as those for accountancy, nursing, medical radiation technology, and social work, have expected levels of performance or professional standards that graduates are required to meet.

2 Refer to the tertiary evaluation indicators and the characteristics of effective self-assessment.

3 For example, many professional or registration bodies such as those for accountancy, nursing, medical radiation technology, and social work, have expected levels of performance or professional standards that graduates are required to meet.

4 Refer to the tertiary evaluation indicators and the characteristics of effective self-assessment.

Rubric 4: Criteria for Judgements about organisational-level Educational Performance

Highly Confident	<p>ALL of the following:</p> <ul style="list-style-type: none"> • Clear and comprehensive evidence that the organisation is meeting all, or nearly all, of the most important needs of learners and other key stakeholders. • Clear evidence of highly effective processes that clearly contribute to learning and other important outcomes. • No significant gaps or weaknesses.
Confident	<p>ALL of the following:</p> <ul style="list-style-type: none"> • Good evidence that the organisation is meeting many of the most important needs of learners and other key stakeholders. • Good evidence of effective processes that contribute to learning and other important outcomes. • The body of evidence may not be comprehensive and/or clear enough OR the magnitude or range of outcomes may not be sufficient to justify a rating of highly confident. • Areas of weakness are not serious and are effectively managed.
Not Yet Confident	<p>ALL of the following:</p> <ul style="list-style-type: none"> • At least some evidence that the organisation is meeting the most critical needs of learners and other key stakeholders. • At least some evidence of adequate quality in the processes that contribute to learning and other important outcomes. • EITHER, evidence of important outcomes and/or quality contributing processes is too patchy to justify a rating of confident OR evidence is sound but shows several important (but not critical) gaps or weaknesses. • Adequate plans are in place or are being actively developed to address areas of weakness but needed improvements in outcomes, outputs and/or their contributing processes are not yet fully apparent.
Not Confident	<p>ANY ONE OR MORE of the following:</p> <ul style="list-style-type: none"> • Insufficient evidence that the organisation is meeting the most important needs of its learners. • Evidence shows that some important needs are not being met to an acceptable level. • Plans to address gaps and weaknesses in processes or outcomes are insufficient, nonexistent or not being given high enough priority.

Rubric 5: Criteria for Judgements about TEO-level Capability in Self-Assessment

Highly Confident	<p>ALL of the following:</p> <ul style="list-style-type: none"> • The organisation has highly effective⁵ self-assessment that evaluates all of its high priority programmes and activities on an ongoing basis, along with periodic reviews of other areas. • The quality and validity of the self-assessment information is consistently high. • Findings are used insightfully to make comprehensive improvements.
Confident	<p>ALL of the following:</p> <ul style="list-style-type: none"> • The organisation has effective self-assessment that evaluates the majority of its high priority programmes and activities on an ongoing basis, along with periodic reviews of other focus areas. • The quality and validity of the self-assessment information is generally good, although there may be some important areas where quality and validity should be strengthened in order to help justify a highly confident rating. • Self-assessment is purposeful and generally effective. Findings are used to make useful improvements.
Not Yet Confident	<p>ALL of the following:</p> <ul style="list-style-type: none"> • Self-assessment is not sufficiently comprehensive to address priority areas. • Self-assessment information is of variable quality and not strong enough to justify a 'confident' rating. • There is evidence of at least some effectiveness in using findings to make improvements.
Not Confident	<p>ANY ONE OR MORE of the following:</p> <ul style="list-style-type: none"> • The self-assessment system is too narrow and/or covers too few of the organisation's high priority programmes and activities. • Coverage and prioritisation may be adequate but the validity or utility of evidence or conclusions are too weak to usefully inform decisions or improvements. • There are critical weaknesses evident in the TEO's capability in self-assessment.

⁵ Refer to the tertiary evaluation indicators and the characteristics of effective self-assessment