

## External Evaluation and Review Rubrics

### Rubric 1: Criteria for rating Educational Performance for Key Evaluation Questions and Focus Areas

Excellent	<ul style="list-style-type: none"> <li>• Performance is exceptional</li> <li>• Highly effective contributing processes</li> <li>• Very few gaps or weaknesses</li> <li>• Any gaps or weaknesses have no significant impact and are managed very effectively</li> </ul>
Good	<ul style="list-style-type: none"> <li>• Performance is generally strong</li> <li>• Effective contributing processes</li> <li>• Few gaps or weaknesses</li> <li>• Gaps and weaknesses have some impact but are mostly managed effectively</li> </ul>
Marginal	<ul style="list-style-type: none"> <li>• Performance is variable</li> <li>• Inconsistent contributing processes</li> <li>• Some gaps or weaknesses have some impact, and are not managed effectively</li> </ul>
Poor	<ul style="list-style-type: none"> <li>• Performance is unacceptably weak</li> <li>• Ineffective contributing processes</li> <li>• Significant gaps or weaknesses have significant impact, and are not managed effectively</li> <li>• Does not meet minimum expectations or requirements</li> </ul>

### Rubric 2: Criteria for rating Capability in Self-Assessment for Key Evaluation Questions and Focus Areas

Excellent	<ul style="list-style-type: none"> <li>• Self-assessment is exceptional and comprehensive</li> <li>• Strong evidence of improved outcomes brought about by self-assessment activities</li> <li>• Very few gaps or weaknesses</li> <li>• Any gaps and weaknesses have no significant impact and are managed very effectively</li> </ul>
Good	<ul style="list-style-type: none"> <li>• Self-assessment is generally strong and comprehensive</li> <li>• Evidence of improved outcomes brought about by self-assessment activities</li> <li>• Few gaps or weaknesses</li> <li>• Gaps or weaknesses have some impact but are mostly managed effectively</li> </ul>
Marginal	<ul style="list-style-type: none"> <li>• Self-assessment is inconsistent in quality and coverage</li> <li>• Limited evidence of improved outcomes brought about by self-assessment activities</li> <li>• Some gaps and weaknesses have some impact, and are not managed effectively</li> </ul>
Poor	<ul style="list-style-type: none"> <li>• Self-assessment is generally ineffective or weak</li> <li>• No or minimal evidence of improved outcomes brought about by self-assessment activities</li> <li>• Significant gaps or weaknesses have significant impact, and are not managed effectively</li> <li>• Does not meet minimum expectations or requirements</li> </ul>

**Rubric 3: Criteria for judgements about organisational-level Educational or ITO Performance**

Highly Confident	<ul style="list-style-type: none"> <li>• The most important needs of learners and all other stakeholders have been comprehensively met</li> <li>• Highly effective processes have contributed to valued outcomes</li> <li>• No significant gaps or weaknesses</li> <li>• Very strong evidence that performance will continue to be exceptional</li> </ul>
Confident	<ul style="list-style-type: none"> <li>• Many important needs of learners and most other stakeholders are being met</li> <li>• Effective processes contribute to valued outcomes</li> <li>• Gaps or areas of weakness are not serious and are effectively managed</li> <li>• Strong evidence that performance will continue to be consistent and sound</li> </ul>
Not Yet Confident	<ul style="list-style-type: none"> <li>• Some important needs of learners and other stakeholders are being met</li> <li>• Some inconsistency in processes that contribute to valued outcomes</li> <li>• Not all gaps or areas of weakness are effectively managed, or evidence of improvement is only partial</li> <li>• Limited evidence that future performance will be consistent and sound</li> </ul>
Not Confident	<ul style="list-style-type: none"> <li>• Several important needs of learners and other stakeholders are not being met, or are only partially met</li> <li>• Significant inconsistency in processes that contribute to valued outcomes</li> <li>• Key gaps or areas of weaknesses are ineffectively managed</li> <li>• Strong indications that future self-assessment may fail to meet minimum expectations</li> </ul>

**Rubric 4: Criteria for judgements about Capability in Self-Assessment**

Highly Confident	<ul style="list-style-type: none"> <li>• Comprehensive, ongoing identification and review of all areas of priority need</li> <li>• Consistently high quality of self-assessment information and processes</li> <li>• Findings are used insightfully to make improvements and achieve valued outcomes</li> <li>• Very strong evidence that exceptional self-assessment will continue to guide and inform performance</li> </ul>
Confident	<ul style="list-style-type: none"> <li>• Effective identification and review of majority of areas of priority need</li> <li>• Generally high quality of self-assessment information and processes</li> <li>• Findings are used to make a range of improvements and achieve valued outcomes</li> <li>• Strong evidence that effective self-assessment will continue to guide and inform performance</li> </ul>
Not Yet Confident	<ul style="list-style-type: none"> <li>• Partially effective identification and review of some areas of priority need</li> <li>• Inconsistent quality of self-assessment information and processes</li> <li>• Findings are used to make some improvements and achieve some valued outcomes</li> <li>• Limited evidence that future self-assessment will be used to guide and inform performance</li> </ul>
Not Confident	<ul style="list-style-type: none"> <li>• Largely ineffective identification and review of areas of priority need</li> <li>• Significant weaknesses in the quality of self-assessment information and processes</li> <li>• Findings are not used to make improvements</li> <li>• Strong indications that future performance may fail to meet minimum expectations</li> </ul>