

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

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

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

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

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

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

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