Annual UFS Learning and Teaching awards: Rubric **INNOVATING MY CURRICULUM THROUGH ASSESSMENT**

Applicant name/Team name:

| 0 - Not Included | 1 - Development and/or evidence needed | 2 – Developing | 3 - Acceptable | 4 - Noteworthy | 5 - Exceptional |

1. Assessment is innovative	0	1	2	3	4	5	Comment
	0	**1**	**2**	**3**	**4**	**5**	**Comment**
1.1. The redesign/innovation related to the assessment method/strategy **challenges the current beliefs/trends** about assessment methods/strategies in the disciplinary/LT field (thus, does something new, or is innovative).							
1.2. The redesign/innovation related to the assessment method/strategy/tool is **substantiated by relevant learning and teaching literature.**							
1.3. The redesign/innovation related to the assessment method/strategy is done by using **an evidence-based approach** (using data before changes are made, using data to test if changes are effective).							
Total for section /15							**0**
2. Assessment is designed well, and proved to be effective and valid							
2.1. There is evidence of relevant NQF level descriptors, relevant taxonomy (Bloom, Fink or other) and module outcomes which were effectively applied in the development of the assessment method/strategy.							
2.2. Aligns different aspects important to assessment (relevant taxonomy/ NQF's/ module outcomes).							
2.3. There is evidence of how feedback strategies are used effectively as part of the assessment strategy/tool.							
2.4. There is evidence of relevant approaches applied to effectively ensure validity/reliability and effectiveness/impact of the innovative assessment method/tool.							
Total for section /20							**0**
3. Presentation							
3.1. There is evidence of continuous growth or development as a teacher/educator and reflection to facilitate changes or improvements in this project.							
3.2. The presentation/project is related to the theme of the conference: Quality and innovation for a new blended learning future.							
3.3. Presentation is professional, according to academic conference standards.							
Total for section /15							**0**
TOTAL: / 50							**0**
TOTAL: /100%							**0**