# Likert Scale Rubric Template

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## Description:

This template is designed to help construct a Likert Scale type rubric, where different criterion areas are marked on a sliding scale between their highest and lowest forms. This allows for a more subjective interpretation of the grade descriptors, as opposed to a standard analytic rubric that provides prescriptive grade descriptors at every level, from 0% to 100%.

## Instructions for use:

Review the example Likert Rubric first, to see how it operates. Then complete the template underneath with your own criterion areas and grade descriptors, based on the context of your own assessment.

If you find this resource useful, please feel free to share with others. Please do so, while also retaining this cover sheet. If you are using this resource from outside the University of Liverpool, we would ask you to attribute our text – thank you.



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# Likert Scale Rubric Template

This rubric style allows you to mark on a sliding scale between the top and bottom grade descriptors for each criterion area of a given rubric. Place your criterion areas and grade descriptors in the fields provided, as well as the percentage weighting of each one (if applicable). You can then circle from A, B, C, D or E based on how well you think the student has performed in each of these areas.

An example is provided before the template itself. Review this first to observe how the rubric operates, before using the template to construct your own. You may find it helpful to also consult the Generic Marking Criteria tool.

## Example Likert Rubric

**Assessment Title:**

**Module:**

**Submission Date:**

**Student No:**Content, Knowledge and Understanding (30%)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sophisticated, highly-detailed knowledge and understanding of the main concepts and theories of the subject discipline. (10%) | **A** | **B** | **C** | **D** | **E** | No evidence of any understanding of the main concepts and theories of the subject discipline. |
| Exceptional evidence that knowledge is informed by current research within the subject discipline. (10%) | **A** | **B** | **C** | **D** | **E** | No evidence of any research-informed knowledge. |
| Exceptional evidence of a very strong awareness of the limitations of the knowledge base. (10%) | **A** | **B** | **C** | **D** | **E** | No evidence of any awareness of the limitations of the established knowledge base. |

### Analysis, Argument and Intellectual Skills (40%)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Highly sophisticated analysis, synthesis and/or evaluation of evidence. (20%) | **A** | **B** | **C** | **D** | **E** | Insubstantial or non-existent analysis, synthesis and/or evaluation. |
| Evidence of a clear ability to explore new, abstract or complex data to construct a highly logical, valid and convincing argument. (10%) | **A** | **B** | **C** | **D** | **E** | No evidence of any ability to use data to construct a coherent argument. |
| Evidence of an excellent ability to judiciously select, review and incorporate evidence into the argument. (10%) | **A** | **B** | **C** | **D** | **E** | No evidence of any ability to select, review, and incorporate evidence into the argument. |

### Range, Breadth and Application of Research and Resources (30%)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Exceptionally wide-range of consistently-relevant literature (10%). | **A** | **B** | **C** | **D** | **E** | No evidence of the use of any literature, relevant or otherwise. |
| Literature is consistently and intelligently used to critically inform the argument (10%). | **A** | **B** | **C** | **D** | **E** | Any use of literature is not relevant, or used to inform any form of argument. |
| Literature is effectively used to balance the discussion and/or inform problem solving (10%). | **A** | **B** | **C** | **D** | **E** | Literature is not incorporated to complement discussion effectively. |

## Template Likert Rubric

**Assessment Title:**

**Module:**

**Submission Date:**

**Student No:**

[Criterion Area 1] (%)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| [Grade descriptor 1 (top level) (%)]. | **A** | **B** | **C** | **D** | **E** | [Grade descriptor 1 (bottom level)]. |
| [Grade descriptor 2 (top level) (%).] | **A** | **B** | **C** | **D** | **E** | [Grade descriptor 2 (bottom level).] |
| [Grade descriptor 3 (top level) (%).] | **A** | **B** | **C** | **D** | **E** | [Grade descriptor 3 (bottom level).] |

[Criterion Area 2] (%)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| [Grade descriptor 1 (top level) (%)]. | **A** | **B** | **C** | **D** | **E** | [Grade descriptor 1 (bottom level)]. |
| [Grade descriptor 2 (top level) (%).] | **A** | **B** | **C** | **D** | **E** | [Grade descriptor 2 (bottom level).] |
| [Grade descriptor 3 (top level) (%).] | **A** | **B** | **C** | **D** | **E** | [Grade descriptor 3 (bottom level).] |

[Criterion Area 3] (%)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| [Grade descriptor 1 (top level) (%)]. | **A** | **B** | **C** | **D** | **E** | [Grade descriptor 1 (bottom level)]. |
| [Grade descriptor 2 (top level) (%).] | **A** | **B** | **C** | **D** | **E** | [Grade descriptor 2 (bottom level).] |
| [Grade descriptor 3 (top level) (%).] | **A** | **B** | **C** | **D** | **E** | [Grade descriptor 3 (bottom level).] |