

Rubric for Rubrics: A tool for assessing the quality and use of rubrics in education

(modified from Dr. Bonnie Mullinix

<http://its.monmouth.edu/facultyresourcecenter/Rubrics/A%20Rubric%20for%20Rubrics.htm>)

Criteria	1Unacceptable	2Acceptable	3Good/solid	4Exemplary
Clarity of criteria	Criteria being assessed are unclear, inappropriate or have significant overlap	Criteria being assessed can be identified, but are not clearly differentiated or appropriate	Criteria being assessed are clear, appropriate and distinct	Each criterion is distinct, clearly delineated and fully appropriate for the assignment(s)/ course(s)
Distinction between levels	Little/no distinction can be made between levels of achievement	Some distinction between levels is made, but is not totally clear how well	Distinction between levels is apparent	Each level is distinct and progresses in a clear and logical order
Reliability of scoring	Cross-scoring among faculty and/or students often results in significant differences	Cross-scoring by faculty and/or students occasionally produces inconsistent results	There is general agreement between different scorers when using the rubric (e.g., by less than half a level)	Cross-scoring of assignments using rubric results in consistent agreement among scorers
Clarity of expectations/ guidance to learners	Rubric is not shared with learners	Rubric is shared and provides some idea of the assignment/expectations	Rubric is referenced – used to introduce an assessment/guide learners	Rubric serves as primary reference point for discussion and guidance for assignments as well as evaluation of assignments
Support of metacognition (Awareness of learning)	Rubric is not shared with learners	Rubric is shared but not discussed/referenced with respect to what is being learned through the assignment/course	Rubric is shared and identified as a tool for helping learners understand what they are learning through the assessment/in the course	Rubric is regularly referenced and used to help learners identify the skills and knowledge they are developing throughout the course/program
Engagement of learners in rubric development and use	Learners are not engaged in either development or use of the rubrics	Learners offered the rubric and may choose to use it for self assessment	Learners discuss the design of the rubric and offer feedback/input and are responsible for use of rubrics in peer and/or self-evaluation	Faculty and learners are jointly responsible for design of rubrics and learners use them in peer and/or self-evaluation