

Metarubric for Examining Validity of Performance Assessment Scoring Rubrics

The criteria listed below are adapted from Stevens and Levi (2005, p. 94), metarubric for evaluating the overall quality of rubrics, as well as a checklist developed by [author] (2012).

Initial Review

Reviewer:

Date of review:

Secondary Review

Reviewer:

Date of review:

Course Number & Performance Assessment:

Rubric part	Evaluation Criteria	Needs Improvement 1	Acceptable 2	Effective 3	N/A
Criteria (left column of rubric)	Are the criteria explicitly aligned student learning outcomes of the assessment?				
	Does each criterion align directly with the assignment instructions? (Author, 2012)				
	Does the rubric include a reasonable number (e.g., no more than 8) of criteria for the level of the student and “complexity of the assignment?” (Stevens & Levi, 2005, p. 94)				
Comments					
Scale	“Do the labels for each level accurately represent that level of performance?” (Stevens & Levi, 2005, p. 94)				

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	“Are the scale labels encouraging and informative without being negative or discouraging?” (Stevens & Levi, 2005, p. 94)				
	Does the rubric include 3 levels that are consistent in terms of label and percent or scale in relation to the other signature assignment rubrics in use by the program?				
Comments					
Descriptions	Do the descriptions align to each performance level and further explain the related criterion?				
	“Are the descriptions clear and different from each other?” (Stevens & Levi, 2005, p. 94)				
	Does it seem like the rubric will provide useful performance feedback to the students? (Stevens & Levi, 2005)				
Comments					
Overall Qualities	Does the rubric include the assignment title? (Stevens & Levi, 2005)				
	Do the assignment instructions “encourage students to use the rubric for self- and peer assessment?” (Author, 2012)				

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Comments					
Use of Rubric	When the rubric is applied to a student work product, do the “criteria, performance levels, and descriptions [appear to] work effectively?” (Author, 2012)				
	Is there any critical information missing related to the standards aligned to the assessment that is or may cause students to not adequately demonstrate his or her competency related to a standard? (Messick, 1994; construct-irrelevant variance)				
	Is there any irrelevant information included that is interfering or may interfere with students’ ability to demonstrate his or her competency related to a standard? (Messick, 1994; construct-irrelevant variance)				
	Does the rubric “reward or penalize students based on skills unrelated to the outcome being measured” (Stevens & Levi, 2005, p. 94) that has not been taught?				
	Are the comment areas used to provide additional feedback or instructional resources to students regarding the assignment or their performance on the assignment?				
Comments					

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References

Pieper, S. (2012, May 21). Evaluating descriptive rubrics checklist. Retrieved from http://www2.nau.edu/~d-elearn/events/tracks.php?EVENT_ID=165

Messick, S. (1994). The interplay of evidence and consequences in the validation of performance assessments. *Educational Researcher*, 23(2), 13-23.

Stevens, D. D., & Levi, A. J. (2005). *Introduction to rubrics: An assessment tool to save grading time, convey effective feedback and promote student learning*. Sterling, VA: Stylus Publishing, LLC.