

Evaluating Descriptive Rubrics Checklist

Criteria: What am I looking for?

- Do the criteria address all aspects of the learning outcome(s) I want to measure?
- Do the criteria reflect what I emphasized in the assignment?
- Is each criterion distinct and clearly delineated?

Performance Levels: What is the possible range of student products/performances?

- Do I have enough performance levels to measure the range that I see in student work?
- Are the performance levels informative but not discouraging to students?
- Is it possible to distinguish between each of the performance levels?

Descriptions: Have I described what I am looking for at every point in the range of student products/performances?

- Is it clear exactly what a student needs to do to get a score at each scale point?
- Do the descriptions address the same characteristics for students' products or performances across performance levels?
- Does the value of the characteristic vary in each level description, while the characteristic itself remains consistent across levels?
- Are the descriptions stated "in plain English" and without technical jargon so that students can understand them?
- Are the descriptions distinct?

General: What else do I need to consider?

- Have I provided room for comments on the rubric?
- Can I use the rubric in a variety of situations?
- Have I tested the rubric to make sure my criteria, performance levels, and descriptions work effectively when applied to actual student work?
- Have I tested the rubric with a colleague to see if we agree on the scoring of common student work?
- Have I shared the rubric with students, so that they can understand my expectations for the assignment?
- Have I included students in the design of the rubric?
- Have I encouraged students to use the rubric for self- and peer assessment?