**Metarubric**

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| **Rubric part** | **Evaluation criteria** | **Yes** | **No** |
| The dimensions | Does each dimension cover important parts of the final student performance? |  |  |
| Does the dimension capture some key themes in your teaching? |  |  |
| Are the dimensions clear? |  |  |
| Are the dimensions distinctly different from one another? |  |  |
| Do the dimensions represent skills that the student knows something about already (e.g., organization, analysis)? |  |  |
| The descriptions | Do the descriptions match the dimensions? |  |  |
| Are the descriptions clear and different from each other? |  |  |
| If you used points, is there a clear basis for assigning points for each dimension? |  |  |
| If using a three-to-five level rubric, are the descriptions appropriately and equally weighted across the three-to-five levels? |  |  |
| The scale | Do the descriptors under each level truly represent that level of performance? |  |  |
| Are the scale labels encouraging and still quite informative without being negative and discouraging? |  |  |
| Does the rubric have a reasonable number of levels for the age of the student and the complexity of the assignment? |  |  |
| The overall rubric | Does the rubric clearly connect to the outcomes that it is designed to measure? |  |  |
| Can the rubric be understood by external audiences? |  |  |
| Does it reflect teachable skills? |  |  |
| Does the rubric reward or penalize students based on skills unrelated to the outcome being measured that you have not taught? |  |  |
| Have all students had an equal opportunity to learn the content and skills necessary to be successful on the assignment? |  |  |
| Is the rubric appropriate for the conditions under which the assignment was completed? |  |  |
| Does the rubric include the assignment description or title? |  |  |
| Does the rubric address the student’s performance as a developmental task? |  |  |
| Does the rubric inform the student about the evaluation procedures when their work is scored? |  |  |
| Does the rubric emphasize the appraisal of individual or group performance and indicate ways to improve? |  |  |
| Fairness and sensibility | Does it look like the rubric will be fair to all students and free of bias? |  |  |
| Does it look like it will be useful to students as performance feedback? |  |  |
| Is the rubric practical given the kind of assignment? |  |  |
| Does the rubric make sense to the reader? |  |  |

Copied from:

Stevens, D.D. & Levi, A.J. (2004). Introduction to Rubrics: An Assessment Tool to Save Grading Time, Convey Effective Feedback and Promote Student Learning. Sterling, VA: Stylus.