**A Rubric for Rubrics***A Tool for Assessing the Quality and Use of Rubrics in Education*

*Source:* [*http://www.tltgroup.org/resources/Rubrics/A\_Rubric\_for\_Rubrics.htm*](http://www.tltgroup.org/resources/Rubrics/A_Rubric_for_Rubrics.htm)

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| **Criteria** | **1**  **Unacceptable** | **2**  **Acceptable** | **3**  **Good/Solid** | **4**  **Exemplary** |
| **Clarity of criteria** | Criteria being assessed are unclear, inappropriate and/or have significant overlap | Criteria being assessed can be identified, but are not clearly differentiated or are inappropriate | Criteria being assessed are clear, appropriate and distinct | Each criteria is distinct, clearly delineated and fully appropriate for the assignment(s)/course |
| **Distinction between Levels** | Little/no distinction can be made between levels of achievement | Some distinction between levels is evident, but remain unclear | 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. differs by less than 5-10% or less than ½ 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 used to explicitly introduce an assignment and guide learners | Rubric serves as primary reference point for discussion and guidance for course/assignment(s) as well as evaluation of assignment(s) |
| **Support of Metacognition (Awareness of Learning)** | Learners do not see/know of the rubric | Rubric is shared but no further reference is made to it in the course/ assignment(s) | Rubric is shared and identified as a tool for helping learners to understand what they are learning through the assignment/ in the course | Rubric is regularly referenced and used to help learners identify the skills and knowledge they are developing throughout the course/ assignment(s) |
| **Engagement of Learners in Rubric Development/ 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 and offer feedback/input into the design of the rubric, 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 |

*\*Considered optional by some educators and a critical component by others*

Scoring chart: 0 - 10 = needs improvement 11 - 15 = workable 16 – 20 = solid/good 21 - 24 = exemplary