

“Meta-rubric” to Evaluate Rubric Quality

Criteria	Unsatisfactory	Developing	Mastery
Rubric Alignment to Assignment.	The rubric includes multiple criteria that are not explicitly or implicitly reflected in the assignment directions for the learning activity to be assessed.	The rubric includes one criterion that is not explicitly or implicitly reflected in the assignment directions for the learning activity to be assessed.	The rubric criteria accurately match the performance criteria reflected in the assignment directions for the learning activity to be assessed.
Comprehensiveness of Criteria	Multiple critical indicators for the competency being assessed are not reflected in the rubric.	One critical indicator for the competency being assessed is not reflected in the rubric.	All critical indicators for the competency being assessed are reflected in the rubric.
Integrity of Criteria	Multiple criteria contain multiple, independent constructs (similar to “double-barreled survey question”).	One criterion contains multiple, independent constructs. All other criteria each consist of a single construct.	Each criterion consists of a single construct.
Quality of Performance Descriptors (A): Coverage	Performance descriptors are not distinct (i.e., mutually exclusive) AND collectively do not include all possible learning outcomes.	Performance descriptors are not distinct (i.e., mutually exclusive) OR collectively do not include all possible learning outcomes.	Performance descriptors are distinct (mutually exclusive) AND collectively include all possible learning outcomes.
Quality of Performance Descriptors (B): Differentiation	Distinctions between performance levels are purely quantitative with no qualitative component.	Distinctions between performance levels are qualitative but not concrete.	Performance levels are qualitatively differentiated and provide students with clear descriptions of performance at each level.