

## Rubric for Rubrics: A tool for assessing the quality and use of rubrics in education

(modified from Dr. Bonnie Mullinix

<http://its.monmouth.edu/facultyresourcecenter/Rubrics/A%20Rubric%20for%20Rubrics.htm>)

| Criteria   | 1Unacceptable  | 2Acceptable   | 3Good/solid  | 4Exemplary   |
|--|--|---|--|--|
| Clarity of criteria                                  | Criteria being assessed are unclear, inappropriate or have significant overlap       | Criteria being assessed can be identified, but are not clearly differentiated or appropriate                      | Criteria being assessed are clear, appropriate and distinct  | Each criterion is distinct, clearly delineated and fully appropriate for the assignment(s)/ course(s)  |
| Distinction between levels                           | Little/no distinction can be made between levels of achievement                      | Some distinction between levels is made, but is not totally clear how well  | 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., by less than half a 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 referenced – used to introduce an assessment/guide learners  | Rubric serves as primary reference point for discussion and guidance for assignments as well as evaluation of assignments                    |
| Support of metacognition (Awareness of learning)     | Rubric is not shared with learners   | Rubric is shared but not discussed/referenced with respect to what is being learned through the assignment/course | Rubric is shared and identified as a tool for helping learners understand what they are learning through the assessment/in the course    | Rubric is regularly referenced and used to help learners identify the skills and knowledge they are developing throughout the course/program |
| Engagement of learners in rubric development and 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 the design of the rubric and offer feedback/input 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                      |