

**A “MetaRubric” for classroom assessments
Better known as a “Rubric for Rubrics”**

	Ready to use with students 1 point	Needs some revision .5 point.	Not ready for use with students 0 points	Total Points
Content Coverage	Content is selective and relevant, as well as complete.	The rubric is about ½ way there in content. Much of the content is relevant but some important things have been left out.	The rubric is incomplete. Important, relevant content has been left out of the rubric.	
	The rubric closely aligns with the standard or learning target it is supposed to assess, and the relationship is easy to identify in the wording of the scoring criteria.	The rubric shows some relationship to the standard or learning target being assessed, though the relationship could be more direct or easier to identify. The wording of the scoring criteria could be improved so that the rubric more closely reflects the standard or learning target being assessed.	The rubric does seem to align with the standard or learning target it is supposed to assess. It is very difficult to identify the relationship because the wording does not reflect the language in the standard or learning target being assessed.	
	The rubric includes the best thinking about what it means to perform well on the product or skill under consideration.	Although the rubric seems reasonable, parts of it do not represent the current or best thinking about what it means to perform well on the product or skill under consideration.	The rubric does not represent the current or best thinking about what it means to perform well on the product or skill under consideration.	
	This rubric helps the teacher and the students organize their thinking about what it means to perform with quality. Rubric content helps the students understand the nature of a high quality performance.	Although the rubric covers much of what is important, it also contains features that are confusing or might lead to incorrect assumptions about the nature of a quality performance.	There are many features of this rubric that might lead to inaccurate or incorrect conclusions about the nature of a quality performance.	
Clarity	Words are specific and accurate. It is easy to understand just what is meant.	Words are not as specific or as accurate as they could be. As a result, there are places in the rubric where it is not easy to understand exactly what is meant. Some criteria need interpretation by the user.	Wording is are NOT specific or is inaccurate. It is not be easy to understand exactly what is meant. Too much of the wording is open to interpretation.	
	The rubric is so clear that different teachers would give the same rating to the same performance or product. A single teacher could use the rubric to provide consistent ratings for many students.	The rubric is not clear enough to ensure that different teachers would give the same rating to the same performance or product. Consistent ratings for many students by the same teacher are possible but not assured using this rubric.	The rubric is NOT clear. Different teachers would have difficult giving the same rating to a single performance or product. A single teacher would find it difficult use the rubric to provide consistent ratings for many students.	
	The basis for assigning points or ratings is clear. Each score point is defined with clear indicators and descriptions.	The basis for assigning points or ratings could be made much clearer if each score point were defined with better indicators and descriptions.	The basis for assigning points or ratings is very poorly defined. In order to use the rubric, indicators and descriptions would have to be far more precise.	
Practicality	The rubric is manageable – there are not too many things to remember so both students	The rubric provides useful information but it is NOT easy to use. There needs to be some	The rubric is NOT manageable. The rubric has not been designed in a way that is useful	

	and teachers can use it.	tweaking to make the rubric more useful.	for teachers and students would find it very hard to use.	
	Rubric usefulness could extend beyond grading to include planning instruction, tracking student progress, and communicating with others.	Rubric usefulness could extended beyond grading, but it would take some re-working in order to use it for such purposes as planning instruction, tracking student progress, or communicating with others.	Rubric usefulness is very limited. It is weak for use as a classroom assessment tool and could NOT be extended beyond that purpose.	
	The rubric could be used by students themselves to revise work on their own, plan their project, or track their progress.	Some additional work needs to be done on the rubric so that students can use it themselves to revise work on their own, plan their project, or track their progress.	The rubric is not designed well enough for use by students.	
Technical Quality	The rubric is well organized both within and across rating scales. Each column and row in the rubric has an appropriate title.	The rubric is well not very organized. Each column and row in the rubric has a title, but these are not always appropriate or easy to interpret.	The rubric is very poorly organized. Columns and rows do not have titles or titles are not appropriate.	
	The most important criteria are listed FIRST in the rubric. Those criteria at the top of the rubric are those that the standard or achievement target specifically focuses upon.	The most important criteria are listed not FIRST in the rubric, but are easy to find within the rubric. Criteria near the top of the rubric are those that the standard or achievement target specifically focuses upon.	The most important criteria are NOT listed FIRST in the rubric and are not easy to find within the rubric. Those criteria at the top of the rubric are NOT those that the standard or achievement target specifically focuses upon.	
	The number of points used in the rating scale makes sense. If a 4 point rubric is used, it is very clear why.	It is not entirely clear why the designer chose the point values they did. However, point values are not so far out of line that scoring is subjective.	There is no clear reason for point values. The way points are distributed makes it very likely that scoring will be subjective. The reader is left wondering why point values were chosen for the rubric.	
	Rubric design provides for ease of numerical scoring, including some way to calculate point values. Or, the rubric can be used to show the degree to which learning targets or standards have been mastered.	Rubric design provides for use of numerical scoring, but could be improved so that it was easier to calculate point values and totals. Or, it could be easier to use the rubric for indicating the degree to which learning targets and standards have been mastered.	Rubric design does NOT provide for ease of numerical scoring because there is no way to calculate point values or show total scores. Or, the rubric can NOT be used to show the degree to which learning targets or standards have been mastered.	
	The criteria lead to fair evaluations for all students, regardless of ethnicity, socioeconomic status, or any factors other than achievement.	There are some criteria that are questionable and may not lead to fair evaluations for all students. But, overall, there has been an effort to eliminate sources of bias.	It would be difficult to use the rubric for fair evaluations because multiple sources of bias could creep in. Fair evaluations for all students are NOT assured.	
	Total Possible Points for Rubric Design Assignment = 15			Total Points Earned for Rubric Design =

Adapted from *Scoring Rubrics in the Classroom* (2001) by Judith Arter and Jay McTighe