

Checklist for Rubric Quality		Notes
Descriptor Content		
	The rubric emphasizes direct evidence of understanding/application of the learning standard(s).	
	The rubric is aligned with the instructions and/or any checklist given to students to guide task completion.	
	The descriptors give feedback on both what is present as well as what is missing for each level.	
	When quantitative terms are used, they are supported with quality attributes.	
	When adjectives are used, they are defined with specific descriptors that clarify the difference between performance levels.	
	Could students use this rubric as a working guide for producing quality work; will it encourage self-assessment?	
Performance Levels and Criteria		
	The performance levels are defined in clear language that is respectful to students and encourages improvement (not demeaning or emotional in nature, not random.)	
	The performance levels are preferably arranged left to right so that the highest level is first.	
	The criteria are organized in a purposeful order.	
	The number of criteria is small enough to allow for focused revision.	
	There is equal "spacing" in the increments of performance levels.	
	The top level for each criterion is above the expected standard – it is a stretch for high-achieving students.	
	The "proficient" level is aligned directly to the standards.	
	Can the rubric provide a clear, quick explanation of a student's grade or level assignment?	
Layout		
	There is space for necessary student information and comments/assessment notes.	
	Both font and format are user friendly.	
Reflective Questions to Guide the Rubric Development Process		
	Are models of student work included for each performance level?	
	Did/would this rubric produce consistent results if various experienced teachers used it to assess the same student work?	
	Am I comfortable with how well this rubric worked as a tool for assessing my students' understanding and application of the standards addressed by the task?	