(Revised) Checklist for Evaluating Rubric Quality

After you have created a rubric, use the checklist below for evaluation.

	Yes	No
Concerning task description		
Is the purpose of the rubric clearly stated in terms of what task the rubric is for?		
Does the task description align with the intended learning outcome(s)?		
Concerning rubric type to use		
Is the rubric the appropriate type (holistic, analytic or item structure) for the assessment task and the purpose of the assessment?		
Concerning performance criteria		
Are the criteria observable and measurable?		
Do the criteria reflect the most important elements of the assessment task?		
Do the criteria reflect the skills/knowledge expected to be demonstrated according to the intended learning outcomes?		
Do the criteria reflect the skills/attributes featured in the Institutional Level Subject Grading Descriptors (ILSGDs)?		
Concerning levels of performance		
Are the grading labels consistent with those of the ILSGDs?		
Do the levels of performance match those of the ILSGDs?		
Is information concerning modifier grades (+ and −) included?		
Concerning grade descriptors		
Is the variance between each level clear?		
Are the descriptors written in consistent and parallel language across levels?		
Are the descriptors written in positive language so as to focus on the qualities expected from the student rather than on the absence of them?		
Are the descriptors clearly distinguishable across levels by indicating amount, frequency and intensity?		
Are the descriptors written in an objective manner?		
Concerning rubric design		
Is the rubric user-friendly in terms of layout?		
Does the rubric fit onto one page?		
Are levels of performance arranged from left/top (A) to right/bottom (F)?		
Are parallel descriptors aligned across the page to make it easier for users to compare them?		