

How Do I Know When I Have A Good Rubric?

Ready to roll:

- 1) The content has a “ring of truth:” You review the rubric and note that the content states what you truly do look for when evaluating student work.
- 2) Emphases seem right: things that are more important are stressed more in the rubric than things that are less important.
- 3) Levels of the scale make sense.
- 4) Features of importance have been covered without overload.
- 5) You are left with only a few questions about what is and is not on the rubric.
- 6) The rubric is insightful. It helps you organize your thinking about what counts as quality.

On the way:

- 1) You still notice that some important things are not on the rubric or not on it sufficiently.
- 2) Balance is in question. Students might miscue on important vs. less important features.
- 3) The rubric sprawls – organization remains in question.

Not ready:

- 1) You can think of many things not on the rubric that should be.
- 2) You find yourself asking, “Why assess this?” Why is this important?
- 3) The rubric seems mixed up and random in its focus.
- 4) The rubric seems out of balance.
- 5) There are many features on which a student could miscue about the importance of a dimension of the rubric.

From *Scoring Rubrics in the Classroom* by Judtih Arter and Jay McTighe, Thousand Oaks, CA: Corwin Press, pp. 46-47.