SCALE CHECKLIST FOR QUALITY RUBRIC DESIGN

Purpose - Learning Centered Design

- ☐ Communicates the criteria for a proficient performance.
- ☐ Is **analytic**: provides specific feedback to students and teachers to inform revision.
- ☐ Is a common rubric:
    - o Measures progress toward long-term performance outcomes within or across courses.
    - o Is usable across a course or grade span (e.g., 6-8, 9-12) so that the rubric can be used across multiple tasks, teachers, and/or grade levels.

Content

- ☐ Is tightly aligned to the performance outcomes.
- ☐ Measures worthwhile knowledge and skills - standards-aligned content, higher order thinking skills, and 21st century skills.
- ☐ Is not task specific - generalizes to a variety of tasks within the discipline.

Structure & Organization

- ☐ Rubric is short - for usability and focus.
- ☐ **Dimensions** are distinct and focused, with few criteria or indicators.
- ☐ Dimensions are sequenced in a logical order.
- ☐ Indicators should not be grouped together if student performance on those indicators often varies.
- ☐ Indicators are not repeated across dimensions.
- ☐ **Indicators** are parallel across score levels.

Score Levels

- ☐ Score levels reflect a developmental progression and real differences in student performance.
- ☐ Has a sufficient number of score levels to capture progress within a grade level or grade span, and especially in the range where the majority of students fall.
- ☐ Proficiency is not **normative**, but based upon agreed upon s**tandards-based criteria**.

Language

- ☐ Score level labels are neutral in tone and avoid stigmatizing language.
- ☐ Describes observable behaviors and skills in the work sample; describes what students can do and **not** what they can't do.
- ☐ Language is simple, clear, and provides clear distinctions between levels; is student friendly.
- ☐ Communicates how a student can get to the next level.
- ☐ Is qualitative, not quantitative.
- ☐ Is descriptive, not value-laden.