Rubric Design Checklist

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The following checklist has been adapted from the one provided by Stevens and Levi (2005, p. 94) to assist with refining and polishing the details of your rubric. It is a checklist for rubric design and a useful tool as rubrics are likely to develop and improve over time as they are used and reflected upon by both teaching staff and students.

Rubric Part	Questions to consider	Yes	No
The marking criteria	Does each criterion cover important parts of the final student performance? Do the criteria capture some key themes in your teaching? Are the criteria clear? Are the criteria distinctly different from each other?		
Descriptions of levels of performance (standards)	Do the descriptions match the criteria? Are the descriptions clear and different from each other? If you used points, is there a clear basis for assigning points for each criteria? If using a three-to-five level rubric, are the descriptions appropriately and equally weighted across the three-to-five levels?		
The levels	Do the descriptors under each level truly represent that level of performance? If not using traditional grade labels (P, C, D, HD), are the scale labels encouraging and still quite informative? Does the rubric have a reasonable number of levels for the stage of the student and the complexity of the assignment?		
The overall rubric	Does the rubric clearly connect to the learning outcomes that it is designed to measure? Can the rubric be understood by external audiences (avoids jargon and technical language)? Does it reflect teachable skills? Does the rubric reward or penalise students based on skills unrelated to the outcome being measure?		
Fairness and sensibility	Is the rubric fair to all students and free of bias? Will the rubric be useful for students as performance feedback? Does the rubric make sense to the reader?		

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