

CHECKLIST FOR QUALITY RUBRICS		SELF OR PEER ASSESSMENT
Content (contained in the descriptors)		
	1. The rubric describes quality content and form (for product and performance rubrics).	
	2. The rubric emphasizes essential aspects of understanding/ability that would be evidence in learning standards.	
	3. The rubric is closely aligned with the specific assignment given to students.	
	4. The rubric is closely aligned with the checklist (if you provided one for students).	
	5. The rubric addresses accuracy of information, where appropriate.	
	6. The rubric addresses specificity of information, including detail and example, where appropriate.	
	7. The rubric addresses relevancy of information, where appropriate.	
	8. The content of the rubric is consistent across levels.	
Dimensions		
	9. The rubric dimensions are clearly defined so students can understand their meaning.	
	10. The dimensions of the rubric are prioritized or placed in a purposeful order.	
Use of language		
	11. The rubric uses language that students will understand.	
	12. The rubric is descriptive and specific, rather than evaluative.	
	13. When quantitative terms are used, they are supported with quality attributes.	
	14. When adjectives are used, they are defined with specific descriptors.	
	15. There is consistency in the language used.	
Levels		
	16. The low levels of the rubric describe what is present as well as what isn't present.	
	17. The top level of the rubric is above the expected standard – it would be a stretch for the highest achieving students.	
	18. There is equal distance between levels of the rubric.	
	19. The levels are appropriately names, given the audience and nature of the rubric's use.	
Layout		
	20. The rubric is titled.	
	21. There is space for a student name.	
	22. The rubric is reader friendly.	
	23. The font is readable.	
	24. There is good use of white space.	
	25. Grids, symbols or lines have been used to assist the user.	
	26. A comment section allows for further feedback or self-notes. (optional)	