

A Rubric for Using Rubrics and Scoring Guides

Criteria	Unacceptable = 1	Acceptable = 2	Good/Solid = 3	Exemplary = 4
<p>Directions: Circle the performance of the learner across the six criteria, from Unacceptable (1) to Exemplary (4). Add the total points to determine the score and post below.</p>				
Clarity of Factors	Factors being assessed are unclear, inappropriate and/or have significant overlap.	Factors being assessed can be identified but are not clearly differentiated or are inappropriate.	Factors being assessed are clear, appropriate and distinct.	Factors criteria are distinct, clearly delineated, and fully appropriate for the assignment/course.
Distinction between Categories (Rubric Only)	Little/no distinction can be made between categories.	Some distinction between categories is made, but the flow needs to be improved.	Distinction between categories apparent.	Each category is distinct and progresses in a clear and logical way.
Reliability of Scoring	Cross-scoring among faculty and/or students often results in significant differences.	Cross-scoring by faculty and/or students occasionally produces inconsistent results.	There is general agreement between the different scorers when using the rubric (e.g. differs by less than 5–10% or less than 1/2 level).	Cross-scoring of tasks using the rubric results in relatively consistent agreement among scorers.
Clarity of Expectations/Guidance to Learners (Scoring Guide Only)	Tool is not shared with learners.	Tool is shared and provides some idea of the task/expectations.	Tool is referenced—used to introduce an assignment/guide to learners.	Tool serves as primary reference point for discussion and guidance for assignments as well as evaluation of assignments.
Support of Metacognition—Awareness of Learning (Scoring Guide Only)	Tool is not shared with learners.	Tool is shared but not discussed/referenced with respect to what is being learned through the assignments/course.	Tool is shared and identified as a tool for helping learners to understand what they are learning through the assignments in the course.	Tool is regularly referenced and used to help learners identify the skills and knowledge they are developing throughout the course/assignment(s).
Engagement of Learners in Rubric Development/Use*	Learners are not engaged in either development or use of the rubrics.	Learners are offered the rubric and may choose to use it for self assessment.	Learners discuss the design of the rubric and other feedback/input and are responsible for use of rubrics in peer and/or self-evaluation.	Faculty and learners are jointly responsible for design of rubrics and learners use them in peer and/or self-evaluation.

*Considered optional by some educators and a critical component by others.

Scoring chart: 1–10 = needs improvement

11–15 = workable

16–20 = solid/good

21–24 = exemplary

Adapted from: Monmouth University Instructional Technology Services, Faculty Resource Center Training Series.