

REFERENCE PAGE: Matching Criteria for Designing Effective Rubrics with Common Rubric Flaws

The Criteria for Designing Effective Rubrics in *Building Better Rubrics* (p. 10) provides a succinct way to focus on what an effective rubric should contain, whereas the discussion about common flaws highlighted common errors in rubric design. Use the following reference page when reviewing and designing rubrics to ensure your rubrics are as effective as possible.

Criteria for Designing Effective Rubrics

(from *Building Better Rubrics* p. 10)

To what extent does the assessment task on which the rubric is based:
<ul style="list-style-type: none">address significant learner outcomes?
<ul style="list-style-type: none">establish clear criteria for assessing student learning related to specified learner outcomes?
To what extent does the rubric:
<ul style="list-style-type: none">describe student work in terms of qualities rather than quantities?
<ul style="list-style-type: none">use parallel language at each level, i.e. address the same quality (attribute) at differing performance levels in a given row?
<ul style="list-style-type: none">lend itself to conversations and sharing exemplars to clarify quality for students?

Link to Common Flaws

(from *Building Better Rubrics* pp. 6 – 9)

Which Common Flaws are associated with each criterion for effective rubrics?
Common Flaw #2: Including elements that are not part of the curricular outcomes such as neatness or punctuality
Common Flaw #1: Identifying criteria as topics or categories rather than actions that students can take
Common Flaw #3: Defining quantitative rather than qualitative factors Common Flaw #4: Using absolutes in a quasi-quantitative context
Common Flaw #5: Using descriptors that do not delineate discrete levels of quality Common Flaw #6: Using descriptors across the row that do not describe the same characteristic
This criterion is the topic for BBR Module 4.