**Metarubric**

**Trait 1: Content coverage**

1. Ready to roll

1. justification for the dimensions of performance
2. face validity
3. if counting, the counts are real indicators of quality
4. emphasis is right
5. definitions are correct – reflect current thinking in the field
6. the number of points makes sense
7. On its way, but needs attention
	1. Not complete in content
	2. Relevant aspects of performance are missing
	3. Although it seems reasonable, it doesn’t seem to reflect current best thinking
	4. The rubric sprawls, it’s not organized
	5. Contains some irrelevant features of performance
8. Not ready for prime time
	1. Important dimensions are left out
	2. Several irrelevant features
	3. Mostly based on counting things
	4. It’s a bit mixed up, Imbalanced
	5. Incorrect definitions
	6. An endless list

**Trait 2: Clarity**

1. Ready to roll
	1. Different teachers will give the same rating to the same performance/product
	2. Will yield consistent ratings across observations, participants
	3. Words are specific and accurate
	4. It is clear why samples were scored the way they were
	5. Terms are defined
	6. Enough descriptive detail
	7. Each score point is defined with indicators and descriptions

**Trait 3: Practicality**

1. Ready to roll
	1. Manageable, not too many things to attend to
	2. May need to translate results into training/instruction
	3. It is analytical for complex skills/ products
	4. If task-specific or holistic rubrics are used, their justification is clear and appropriate
	5. The rubric can be used by participants themselves to adjust performance

**Trait 4: Technical Quality**

1. Ready to roll
	1. Technical information is available regarding rater agreement (at least 65% exact, 95% within one-point)
	2. Language used is appropriate given diversity of participants
	3. Formal bias reviews of rubric content

Arter, J., & McTighe, J. (2001). *Scoring rubrics in the classroom. Using performance criteria for assessing and improving student performance*. Thousand Oaks, CA: Corwin Press.