

Rubric Writing Rubric

		Utilises verbs to distinguish levels of quality			Defines quality criteria within each indicator to one central idea	Identifies behaviours of students when writing quality criteria				Rubrics utilise language to enable students to self-assess and scaffold
Identifies behaviours indicative of the capability										Rubrics provide guidance to students about the behaviours that are required for the task
	Avoids the use of pseudo-counts	Avoids the use of ambiguous language to distinguish levels of quality							Utilises language that enable users to assess learning	Rubrics facilitate consistent judgements
				Orders quality criteria within an indicator	Matches quality criteria to the indicator	Restricts descriptions of quality to what students can do				Rubrics describe levels of increasing quality within each indicator
Describes behaviours						Describe levels of quality in student work when writing quality criteria				Rubrics describe student work of differing levels of quality
	Avoids the use of counts when writing quality criteria		Avoids procedural steps when writing quality criteria						Includes language familiar assessors	Rubrics incorporate objective components of rubric writing rules
Writes indicators							Avoids weighting rubrics	Writes four or fewer quality criteria within each indicator		
Insufficient evidence	Insufficient evidence	Insufficient evidence	Insufficient evidence	Insufficient evidence	Insufficient evidence	Insufficient evidence	Insufficient evidence	Insufficient evidence	Insufficient evidence	Insufficient evidence
States indicators	Utilises Rule 1 (counts and pseud-counts) when writing quality criteria	Utilises Rule 2 (ambiguous language) when writing quality criteria	Utilises Rule 3 (procedural steps) when writing quality criteria	Utilises Rule 4 (progressively higher performance) when writing quality criteria	Utilises Rule 5 (contains one central idea) when writing quality criteria	Utilises Rule 6 (directly observable) when writing quality criteria	Utilises Rule 8 (self-weighted) when writing quality criteria	Utilises Rule 9 (four or fewer criteria) when writing quality criteria	Utilises Rule 10 (transparent to those assessed) when writing quality criteria	
Writes Indicators	Uses rubric writing rules									

Note: This matrix does not assess Rule 7, as to do so would require content area knowledge and knowledge of the students to be assessed.