**Assessment Rubric Design Checklist**

This checklist aims to provide general guidance for module co-ordinators when designing assessment marking criteria and rubrics, and guidance for programme validation/revalidation panels if/when reviewing rubrics supplied alongside programme documentation.

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| **Design Criteria** | x / ✓ |
| Does the assessment(s) align well with the module learning outcomes? |  |
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| Do the criteria link to the module learning outcomes being assessed, and do the criteria and/or descriptors effectively measure the knowledge, skills and behaviours developed throughout the module learning activities? |  |
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| Are all components that are being used to evaluate student performance reflected within the criteria and descriptors (e.g. are you also assessing the method of delivery or the mode of delivery, like the technical quality of a videocast for example – is this important for module/programme outcomes)? |  |
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| Are criteria measurable and distinct? Is the wording clear and succinct throughout the rubric? Is terminology/phrasing consistent? Do performance descriptors build incrementally across levels? Is there clear differentiation across levels? |  |
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| Do descriptors at the threshold pass level all indicate satisfactory/competent performance (albeit with room for improvement)? |  |
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| Where descriptors reflect work that is below threshold standard, does the terminology remain appropriate for a fail without being overly brusque? Conversely, is creativity and originality acknowledged at the highest end of the performance scale? |  |
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| Are performance descriptors distinct enough to allow for consistent and fair marking, rather than being too vague which would risk too much subjectivity? |  |
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| Is performance at each level well defined without being overly specific/prescriptive and restrictive? |  |
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| Has a draft been shared with colleagues and other stakeholders to double-check for clarity/accuracy/relevance? Has the rubric been compared to those for different levels of study? Is the rubric pitched at the appropriate level? Is there some consistency in the overall rubric design approach, or use of terminology across the programme? |  |
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| Has/will the rubric be introduced to students and explained during the assessment launch/briefing? |  |
|  | |
| Will students have an opportunity to use the rubric in a formative way during a self or peer assessed activity? *Might they actually co-design the rubric in the first place?* |  |
|  | |
| Is the rubric linked to the assessment feedback to clarify good or poor performance? Does the rubric help justify where marks were awarded or lost and where there are opportunities for further development? |  |

Note: assessment marking criteria/rubrics are not required for exam/test-based assessments as there is an expectation for marking/answer plans to be drafted in this context. However, rubrics could still be appropriate for long-answer / timed essay style examinations.