

Teacher Self-Assessment Rubric

Directions: Use this survey to compose, analyze, and improve your rubrics.

	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
The rubric provides guiding information to students regarding what to do and what not to do.				
The rubric explicitly describes what counts and covers all the essential attributes that define the quality of performance.				
The rubric serves as both an instructional tool as well as an evaluative tool.				
The rubric communicates with transparency the criteria by which students' work will be graded.				
The statements of lower levels of performance clearly describe problems that students may encounter or mistakes they may make when working on the task.				
The statements of higher levels of performance clearly describe attributes and qualities of exemplary work that students can recognize and have the ability to accomplish if they invest sufficient time and effort.				
The gradations of ratings are distinctive enough to allow students to identify different levels of quality.				
Through this rubric, students can gain more information about the strengths and weaknesses in their learning.				
The rubric makes the grading consistent and focused.				
In addition to facilitating grading, the rubric is used to help me provide individualized, detailed, and prompt feedback.				
The rubric is used to support student self-regulated learning.				
The rubric describes what expected performance looks like but also provides guidance (such as specific look-fors and qualifications) for students to achieve it.				
The rubric helps to refine my instructional skills.				
The rubric helps to refine my assessment skills.				

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