Table 1: The 37 effective rubric characteristics (ERCs) forming the Effective Rubric Characteristic Inventory (ERCI)
CATEGORISED, BUT NOT RANKED

Category	Effective rubric characteristic
Purpose of rubrics	• Rubrics are useful as instructional tools for providing assessment guidelines to students. • Rubrics help in providing quality feedback to students. • Rubrics are a time-efficient way for teachers to provide feedback to students. • An effective rubric reduces marker bias. • Rubrics provide indicators for success and descriptions of these indicators. • Rubrics provide indicators for success and descriptions of these indicators. • Rubrics help focus student effort. • Rubrics are useful as assessment tools (e.g., for grading). • Rubrics are useful as instructional tools (e.g., for teaching and learning). • Rubrics help teachers communicate intended learning outcomes. • Rubrics help students to plan their approach to an assignment. • Rubrics promote consistent marking of student assessments. • Students' use of rubrics improves the standard of their work. • The use of rubrics reduces marking subjectivity. • The purpose of a rubric is better understood if it is co-constructed by teachers and students.
Marking criteria	• Rubric marking criteria should align with the learning outcomes of an assessment.
Performance descriptors	• Performance descriptors should be informative of what is good and bad work. • Performance descriptors should be worded concisely. • Performance descriptors should reflect clear gradations of quality.
Feedback narrative	• Students benefit from feedback comments at the end of a rubric.

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Rubric development	• The effectiveness of a rubric should be tested against benchmarked performance standards. • Rubrics should be created not based on personal demands but rather on discipline standards. • Rubric creators should be sensitive to the use of academic discourse (e.g. terminology or jargon). • Rubric creators should avoid vague and ambiguous language. • Peer-marking should occur among teachers to assess the effectiveness of a rubric. • The co-construction of a rubric provides learning opportunities for students. • Co-creating a rubric allows teachers and students to have a shared understanding of the expectations of an assessment. • The wording of a rubric is more clearly understood by students when they are a part of constructing the rubric.
Rubric application	• A rubric should be provided to students prior to them starting an assessment. • An effective rubric provides students with the opportunity to self-evaluate their own work before submission. • The purpose of a rubric should be explained to students. • Teachers should receive instruction in how to use the rubric prior to marking. • Students should receive instruction in how to use the rubric prior to submission. • Examples of exemplar work should be provided to students to illustrate work of high quality. • Rubrics do not replace good instruction. • Students should be provided with opportunities to practice their use of the rubric (e.g., provision of work of different standards to mark). • Students should be encouraged to read the rubric after a grade is provided.