

## Rubric for Rubrics

	<b>Criteria</b>	<b>1 Below</b>	<b>2 Approaching</b>	<b>3 Meeting</b>
<b>D E S I G N</b>	<b>Selection &amp; Clarity of Criteria (rows)</b>	Criteria being assessed are unclear, have significant overlap, or are not derived from appropriate standards for product/task and subject area	Criteria being assessed can be identified, but not all are clearly differentiated or derived from appropriate standards for product/task and subject area	All criteria are clear, distinct, and derived from appropriate standards for product/task and subject area
	<b>Distinction between Levels (columns)</b>	Little or no distinction can be made between levels of achievement	Some distinction between levels is clear, but may be too narrow or too big of a jump	Each level is distinct and progresses in a clear and logical order
	<b>Quality of Writing</b>	Writing is not understandable to all users of rubric, including students; it has vague and unclear language which makes it difficult for different users to agree on a score	Writing is mostly understandable to all users of rubric, including students; some language may cause confusion among different users	Writing is understandable to all users of rubric, including students; it has clear, specific language that helps different users reliably agree on a score
	<b>Involvement of Students in Rubric Development *</b>	Students are not involved in development of rubric	Students discuss the wording and design of the rubric and offer feedback/input	Teachers and students jointly construct rubric, using exemplars of the product or task
	<b>Use of Rubric to Communicate Expectations &amp; Guide Students</b>	Rubric is not shared with students	Rubric is shared with students when the product/task is completed, and used only for evaluation of student work	Rubric serves as a primary reference point from the beginning of work on the product/task, for discussion and guidance as well as evaluation of student work

\*Considered optional by some educators and a critical component by others  
 Rubric adapted from Dr. Bonnie B. Mullinix, Monmouth University, NJ