## **Rubric for Rubrics**

|             | Criteria  | 1<br>Below   | 2<br>Approaching  | 3<br>Meeting   |
|-------------|---|--|---|--|
| D E S I G N | Selection & Clarity<br>of Criteria<br>(rows)    | 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   |
|             | Distinction between<br>Levels<br>(columns)      | 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   |
|             | Quality of Writing                              | 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   |
|             |   |  |   |  |
| USE         | Involvement of Students in Rubric Development * | 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   |
|             | Han of Dudonia to                               | 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 |

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