**Rubric for Rubrics**

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|  | **Criteria** | **1****Below** | **2****Approaching** | **3****Meeting** |
| **D****E****S****I****G****N** | **Selection & Clarity** **of Criteria****(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** **Levels****(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 |
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| **U****S****E** | **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 |
| **Use of Rubric to Communicate Expectations & Guide Students** | 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