Characteristics The criteria are . . .	Explanation
Appropriate	Each criterion represents an aspect of a standard, curricular goal, or instructional objective that students are intended to learn.
Definable	Each criterion has a clear, agreed-upon meaning that both students and teachers understand.
Observable	Each criterion describes a quality in the performance that can be perceived (seen or heard, usually) by someone other than the person performing.
Distinct from one another	Each criterion identifies a separate aspect of the learning outcomes the performance is intended to assess.
Complete	All the criteria together describe the whole of the learning outcomes the performance is intended to assess.
Able to support descriptions along a continuum of quality	Each criterion can be described over a range of performance levels.

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My State Poster

	4	3	2	1
Facts	The poster includes at least 6 facts about the state and is interesting to read.	The poster includes 4-5 facts about the state and is interesting to read.	The poster includes at least 2-3 facts about the state.	Several facts are missing.
Graphics	All graphics are related to the topic and make it easier to understand	One graphic is not related to the topic.	Two graphics are not related to the topic.	Graphics do not relate to the topic.
Neatness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout, and neatness.	The poster is acceptably attractive, although it may be a bit messy.	The poster is messy or very poorly designed.
Grammar	There are no mistakes in grammar, punctuation, or spelling.	There are 1-2 mistakes in grammar, punctuation, or spelling.	There are 3-4 mistakes in grammar, punctuation, or spelling.	There are more than 4 mistakes in grammar, punctuation, or spelling.

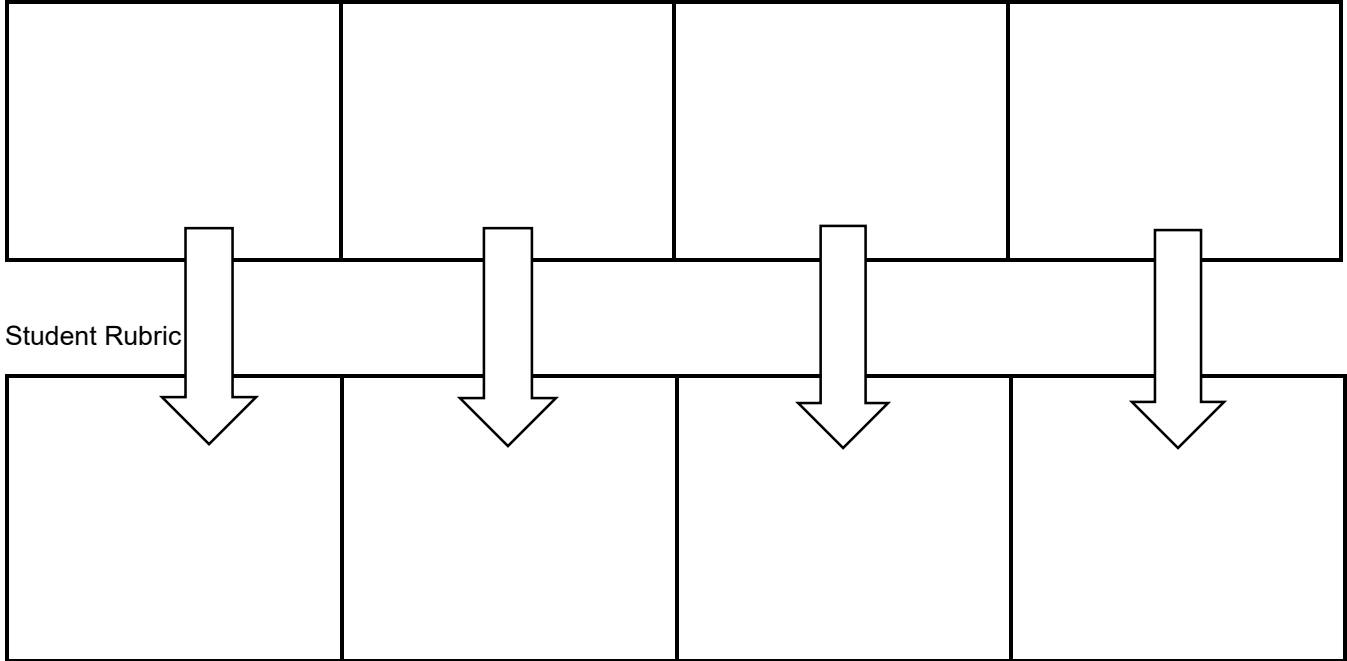Brookhart, Susan (2013). *How to Create and Use Rubrics*

| Characteristics

The descriptions of levels of performance are . . .	Explanation
Descriptive	Performance is described in terms of what is observed in the work.
Clear	Both students and teachers understand what the descriptions mean.
Cover the whole range of performance	Performance is described from one extreme of the continuum of quality to another for each criterion.
Distinguish among levels	Performance descriptions are different enough from level to level that work can be categorized unambiguously. It should be possible to match examples of work to performance descriptions at each level.
Center the target performance (acceptable, master, passing) at the appropriate level	The description of performance at the level expected by the standard, curriculum goal, or lesson objective is placed at the intended level on the rubric.
Feature parallel descriptions from level to level	Performance descriptions at each level of the continuum for a given standard describe different quality levels for the same aspects of the work.

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The Rubric Translator

Assignment_____

Teacher Rubric

Student Rubric

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	Oct. 7 Problem set #1	Oct. 14 Problem set #2	Oct. 21 Problem set #3	Oct. 28 Problem set #4	Nov. 4 Problem set #5	Nov. 11 Problem set #6
5 • I write what I did and why I did it. • I explain each step of my work. • I use math words and strategy names. • I write the answer in a complete sentence at the end of my explanation.						
4 • I write what I did and a little about why I did it. • I explain most of my work.						
3 • I write a little about what I did or why I did it, but not both. • I explain some of my work.						
2 • I write something that doesn't make sense. • I write an unclear answer.						
1 • I don't write anything to explain how I solved the problem.						

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Measure of Central Tendency	Example
	On a six-point analytic rubric with four criteria, a student scores 6, 5, 3, 3.
Mean • The sum of all scores divided by the number of scores • Also known as the arithmetic average	**Mean = 4.25** (6 + 5 + 3 + 3)/4 = 4.25

Median
• The score that has half of the scores above and half below it (even it's between two scores)
• Also known as the 50th percentile
	Median = 4
	
	(line scores up in order first)
	6 5 3 3
	        ^
	        4

Mode • The most frequently occurring score in the set of scores • Sometimes helpful to think of it as the "most popular" score	**Mode = 3** (line scores up in order first) 6 5 3 3

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