## A Rubric's Rubric

<table>
<thead>
<tr>
<th>Rubric Type</th>
<th>Description</th>
<th>Rubric Details</th>
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</table>
| **Exemplary** | Rubrics are consistently effective for accurate and thorough evaluations and/or guidance. | The rubric is…  
- based on diverse, exemplary models of a clearly identified product, performance, or process, its intended purpose or impact, and the embedded targeted learning.  
- accompanied by 3 or more diverse, aligned examples for each level.  
- composed of clear, precise, thorough & accurate criteria to define each quality level.  
- each identified criteria for the exemplary level is accurately addressed for each level.  
- totally understood and easily used by all involved.  
- promoting and not stifling or penalizing of creative approaches. |
| **Acceptable** | Rubrics are mostly effective for accurate and thorough evaluations and/or guidance. | The rubric is…  
- based on at least one exemplary model of a clearly identified product, performance, or process, its intended purpose or impact, and the embedded targeted learning.  
- accompanied by at least one aligned example for each level.  
- composed of clear, thorough & accurate criteria to define each quality level.  
- the most defining identified criteria for the exemplary level is addressed for each level.  
- understood by all involved.  
- not stifling or penalizing of creative approaches. |
| **Developing** | Rubrics are marginally and inconsistently effective for evaluations and/or guidance. | The rubric is…  
- based on an example of a clearly identified product, performance, or process, its intended purpose or impact, and the embedded targeted learning.  
- accompanied by an example aligned with the highest level.  
- composed of components for criteria with insufficient quality definition for the presented quality levels.  
- the defining criteria for the exemplary level is not addressed for each level.  
- understood by most involved.  
- penalizing of creative approaches. |
| **Emerging** | Rubrics are consistently ineffective for evaluations and/or guidance. | The rubric is…  
- based on a vaguely identified product, performance, or process.  
- not accompanied by clarifying examples.  
- based on hopes and beliefs.  
- there is very little consistency with criteria from level to level.  
- understood by some students at best.  
- stifling or penalizing of creative approaches. |

(Rogers & Graham, 1998, p. 215)