

<b>A Rubric's Rubric</b>	
<b>Exemplary Rubrics</b> are consistently effective for accurate and thorough evaluations and/or guidance.	<p>The rubric is...</p> <ul style="list-style-type: none"> <li>• based on diverse, exemplary models of a clearly identified product, performance, or process, its intended purpose or impact, and the embedded targeted learning.</li> <li>• accompanied by 3 or more diverse, aligned examples for each level.</li> <li>• composed of clear, precise, thorough &amp; accurate criteria to define each quality level.</li> <li>• each identified criteria for the exemplary level is accurately addressed for each level.</li> <li>• totally understood and easily used by all involved.</li> <li>• promoting and not stifling or penalizing of creative approaches.</li> </ul>
<b>Acceptable Rubrics</b> are mostly effective for accurate and thorough evaluations and/or guidance.	<p>The rubric is...</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• accompanied by at least one aligned example for each level.</li> <li>• composed of clear, thorough &amp; accurate criteria to define each quality level.</li> <li>• the most defining identified criteria for the exemplary level is addressed for each level.</li> <li>• understood by all involved.</li> <li>• not stifling or penalizing of creative approaches.</li> </ul>
<b>Developing Rubrics</b> are marginally and inconsistently effective for evaluations and/or guidance.	<p>The rubric is...</p> <ul style="list-style-type: none"> <li>• based on an example of a clearly identified product, performance, or process, its intended purpose or impact, and the embedded targeted learning.</li> <li>• accompanied by an example aligned with the highest level.</li> <li>• composed of components for criteria with insufficient quality definition for the presented quality levels.</li> <li>• the defining criteria for the exemplary level is not addressed for each level.</li> <li>• understood by most involved.</li> <li>• penalizing of creative approaches.</li> </ul>
<b>Emerging Rubrics</b> are consistently ineffective for evaluations and/or guidance.	<p>The rubric is...</p> <ul style="list-style-type: none"> <li>• based on a vaguely identified product, performance, or process.</li> <li>• not accompanied by clarifying examples.</li> <li>• based on hopes and beliefs.</li> <li>• there is very little consistency with criteria from level to level.</li> <li>• understood by some students at best.</li> <li>• stifling or penalizing of creative approaches.</li> </ul>

(Rogers & Graham, 1998, p. 215)