

Below is an example of a rubric that you might want to use when assessing student work. The first page is an example rubric and the second page is a blank rubric template for your use.

| <b>Sample Rubric Template</b>   |  |  |  |  |              |
|---|--|--|--|--|--------------|
| (Describe here the task or performance that this rubric is designed to evaluate.) |  |  |  |  |              |
|   | <b>Beginning</b>   | <b>Developing</b>  | <b>Accomplished</b>  | <b>Exemplary</b>   | <b>Score</b> |
|   | <b>1</b>   | <b>2</b>   | <b>3</b>   | <b>4</b>   |              |
| Stated Objective or Performance   | Description of identifiable performance characteristics reflecting a beginning level of performance. | Description of identifiable performance characteristics reflecting development and movement toward mastery of performance. | Description of identifiable performance characteristics reflecting mastery of performance. | Description of identifiable performance characteristics reflecting the highest level of performance. |              |
| Stated Objective or Performance   | Description of identifiable performance characteristics reflecting a beginning level of performance. | Description of identifiable performance characteristics reflecting development and movement toward mastery of performance. | Description of identifiable performance characteristics reflecting mastery of performance. | Description of identifiable performance characteristics reflecting the highest level of performance. |              |
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|--|-----------------------|------------------------|--------------------------|-----------------------|--------------|
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|  |                       |                        |                          |                       |              |
|  | <b>Beginning</b><br>1 | <b>Developing</b><br>2 | <b>Accomplished</b><br>3 | <b>Exemplary</b><br>4 | <b>Score</b> |
|  |                       |                        |                          |                       |              |
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|  |                       |                        |                          |                       |              |
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