## EXPLORING RUBRICS

Words and Phrases Rubric Design
Developed by the SBE Design Team, Northern Colorado

### Descriptors for weaker performance
- recognizes and describes briefly
- incomplete attempt
- with some errors
- without complete understanding
- generally explains
- general, fundamental understanding
- uses a single method
- represents a single perspective
- identifies few connections
- without drawing accurate conclusions
- without explaining the reason
- presents confusing statements and facts
- without demonstrating complete understanding of the characteristics
- with limited details
- demonstrates beginning understanding
- has a general sense
- with inaccuracies
- takes a common, conventional approach
- overlooks critical details
- relies on single source
- vague or incomplete description
- unable to apply information in problem solving
- does not perceive a pattern
- presents concepts in isolation
- omits important details, facts, and/or concepts
- no evidence of future projections

### Descriptors for Stronger Performance Levels
- thoroughly understands and explains
- efficient, thorough solution
- without errors
- thorough, extensive understanding
- provides new insight
- thorough mastery of extensive knowledge
- uses multiple methods
- represents a variety of perspectives
- draws complex connections
- draws logical conclusions which are not immediately obvious
- clearly explains the reasoning
- provides clear, thorough support
- demonstrates complete understanding of all the characteristics
- in elaborate detail
- sophisticated synthesis of complex body of information
- shows an impressive level of depth
- with precision and accuracy
- takes an original, unique, imaginative approach
- provides comprehensive analysis
- uses multiple sources
- thorough explanation of critical analysis
- solves problem by effective application of information
- identifies an abstract pattern
- relates concepts using a variety of factors
- thorough presentation of important details, facts, and concepts
- predicts future changes

### FOUR LEVELS OF DIFFERENCE IN DEGREE

<table>
<thead>
<tr>
<th>Degrees of Understanding</th>
<th>Degrees of Frequency</th>
<th>Degrees of Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>thorough/complete</td>
<td>nearly always/always</td>
<td>highly effective</td>
</tr>
<tr>
<td>substantial/extensive</td>
<td>often/frequently</td>
<td>effective</td>
</tr>
<tr>
<td>minimal/general</td>
<td>sometimes/occasionally</td>
<td>moderately effective</td>
</tr>
<tr>
<td>partial/some misunderstanding</td>
<td>rarely/almost never/ never</td>
<td>minimally effective/ ineffective</td>
</tr>
</tbody>
</table>

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UC Denver - [http://www.ucdenver.edu/faculty_staff/faculty/center-for-faculty-development/Documents/Tutorials/Rubrics/index.htm](http://www.ucdenver.edu/faculty_staff/faculty/center-for-faculty-development/Documents/Tutorials/Rubrics/index.htm)
Cornell - [https://teaching.cornell.edu/teaching-resources/assessment-evaluation/using-rubrics](https://teaching.cornell.edu/teaching-resources/assessment-evaluation/using-rubrics)
Yale Poorvu Center - [https://poorvucenter.yale.edu/Rubrics](https://poorvucenter.yale.edu/Rubrics)
Writing Effective Rubrics - [https://myresources.spcollege.edu/writing-effective-rubrics](https://myresources.spcollege.edu/writing-effective-rubrics)