

## Desired Characteristics of Criteria for Classroom Rubrics

*How to Create and Use Rubrics for Formative Assessment and Grading* by Susan Brookhart

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