

## Desired Characteristics of Descriptions of Levels of Performance 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 descriptions of levels of performance are...</b>	
<b>Descriptive</b>	Performance is described in terms of what is observed in the work.
<b>Clear</b>	Both students and teachers understand what the description means.
<b>Cover the whole range of performance</b>	Performance is described from one extreme of the continuum of quality to another for each criterion.
<b>Distinguish among levels</b>	Performance descriptions are different enough from level to level that work can be categorized unambiguously. It should be possible to match examples of work to performance descriptions at each level.
<b>Center the target performance (acceptable, mastery, passing) at the appropriate level</b>	The description of performance at the level expected by the standard, curriculum goal, or lesson objective is placed at the intended level on the rubric.
<b>Feature parallel descriptions from level to level</b>	Performance descriptions at each level of the continuum for a given standard describe different quality levels for the same aspects of the work.