Murray Hill Academy
Rubric Creation Tool & Word Bank

Rubric Criteria Development Steps

Rubrics at Murray Hill are set up with four levels of criteria for standards relevant to the assignment. Creating a rubric entails three main steps:

1) **Identify the relevant standards** for the assignment and **label each rubric row** with a description of one standard.

2) Use the **specific language** of the standard to **write criteria for "Meets Standard"**.

3) Work from that language to **write higher and lower level criteria** in other columns (*see Rubric Criteria Word Bank for starting points*).

Standard(s)	Exceeds Standard (4)	Meets Standard (3)	Approaches Standard (2)	Not Yet Meets Standard (1)
*Each rubric row represents **one subject-based standard** that names a skill directly aligned to the tasks of the assignment.*	• Describe the **best version of student work** on the standard-aligned task(s). • Include an **additional nuance of skill or quantity of actions** to exceed the core expectation *(i.e. if a student is asked to use 3 pieces of evidence in an essay and instead uses 5.)*	• Describe the **core expectations for student work** on the standard-aligned task(s). • Use **specific language directly from the standard**. If necessary, embed an **action to make it a skill-based criteria**. *START CRITERIA HERE using language of standard then work left and right.*	• Describe student work that **falls short on a key aspect** of the core expectations for the standards-aligned task(s). • Use **a verb or adjective that represents a step down** in quality or quantity in student performance.	• Describe student work that is **missing a key aspect** of the core expectations or **below expectations in two** or more ways. • Also include **a positive statement of a general attribute** of student work at this "novice" level to avoid criteria being all negative.

Rubric Design Tips

Make the **assignment-specific skill** evident in the description of the standard used for labeling the rubric rows:

• *Add a quick "tag phrase"* as a title to the rubric row to highlight the key skill of the standard (e.g. "Using Evidence" or "Graphing Data").

• *For content knowledge standards, **describe the relevant skill students will use** to demonstrate the standard in this assignment.*

Use **student-friendly language** in the criteria for each level in the rubric columns:

• *Describe aspects of student work that **directly matches the assignment** students are doing.*

• *Identify **concrete and objective** criteria such as numbers (e.g. "uses two or more pieces of evidence").*

• *Use clear language that **avoids jargon**.*

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This word bank offers key terms to be used as **starting points for developing the full range** of rubric criteria for standards in various categories.

Standard Categories	Step Up in Performance	KEY TERMS		Step Down in Performance	
Identifying and Using Key Ideas	compelling most critical distinguishes importance addresses counter-claims thoroughly supported	use evidence supported justify summarize	identify theme focused main idea relevant	irrelevant unsupported unfocused unimportant details diffuse ideas	
Developing and Analyzing Text Structures	organization enhances composition tailored to audience/ purpose seamless rich and varied vocab	logical organization properly sequenced appropriate for audience/purpose correct use of vocab	introduce conclude compare link transition	disorganized incomplete hard to follow inappropriate for audience or purpose inconsistent use of vocab	
Researching and Connecting Knowledge	synthesize ideas use of own words complete rationale propose original ideas or procedures critique sources	accurate appropriately cite paraphrase evaluate sources	integrate summarize hypothesize multiple sources	directly copying sources disconnected ideas invalid logic limited sources inappropriate citations no clear line of inquiry	
General Rubric Language	always maximum coherent includes all elements of clear logic critical expertly	often satisfactory understandable clear	accurate includes most elements of to an acceptable level properly	fewer than rarely incompletely vague includes few elements of	☐fails to ☐ incorrectly ☐ lacks ☐ limited
Subject-Specific Rubric Language					