

Sample #23: Assessing “Intellectual Quality” of Student Work (Grades 5–12)

Criterion	Indicator	Rating	Rationale (use words and phrases from the <i>Rubric for Rubrics</i>)
Coverage/ Organization	1A: Covers the Right Content	5	<ul style="list-style-type: none"> This rubric is an attempt to define the nature of expertise. There is extensive text to define the various ideas on which the rubric is based.
	1B: Criteria Are Well Organized	5	<ul style="list-style-type: none"> There are three traits: <i>Analysis</i>, <i>Disciplinary Concepts</i>, and <i>Elaborated Written Communication</i>. These are delineated and well thought out.
	1C: Number of Levels Fits Targets and Uses	5	<ul style="list-style-type: none"> Four levels are reasonable for secondary students.
Clarity	2A: Levels Defined Well	2	<ul style="list-style-type: none"> Level descriptors for the first trait, <i>Analysis</i>, are based on counts. Would it be more useful to try to define levels of ability to analyze versus counting the number of times students do it well? Which would provide better feedback to students or better information to plan instruction? Level descriptors for the second trait, <i>Disciplinary Concepts</i>, are based on vague quantitative words and phrases like “exemplary,” “somewhat limited,” “significantly limited,” or “no” understanding. Would it be more helpful to students to provide indicators of understanding? We did not assign a “1” to this trait because the written descriptions associated with each trait helps to define what to look for in assigning a level.
	2B: Levels Parallel	??	<ul style="list-style-type: none"> It is difficult to judge how parallel the levels are because most are based on counts.