

Creating Performance Levels

Faculty Resource

Performance levels represent the range of possible achievement and the assessment level earned. The level is paired with an associated point or grade (ex. 4, 3, 2, 1, 0) and is located across the top of the rubric:

Criteria	4 Exceeds expectations	3 Meets expectations	2 Approaching expectations	1 Below expectations	0 Incomplete or missing
Writing structure					

Ask yourself: What is the desired, and appropriate, range of performance for this assessment, and what do you want to name each of the levels?

Ideally, there should be 4-5 levels of performance, including “Incomplete”.

Points should **progress sequentially and evenly**, such as 4, 3, 2, 1, 0 or 8, 6, 4, 2, 0, reflecting equal steps between each of the performance levels.

Performance levels should always **read from left to right, from highest achievement to incomplete**, in order to present the success measure to students at first glance.

Be mindful of the verbiage you select, as students should feel they can improve their performance rather than feeling penalized (ex. “failing” would be a less desirable option than “improvement required”).

Examples of performance level descriptors:

HIGHEST				LOWEST
Excellent	Good	Satisfactory	Improvement required	Incomplete or missing
Advanced	Proficient	Progressing		
Exceeds expectations	Meets expectations	Approaching expectations	Below expectations	
Exceeding	Achieving	Developing	Beginning	
Exemplary	Acceptable		Limited	
Sophisticated	Standard		Developing	

NOTES: