**Template for Analytic Rubric**

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| --- | --- | --- | --- | --- | --- |
|  | **Beginning****1** | **Developing****2** | **Accomplished****3** | **Exemplary****4** | **Score** |
| **Category #1** | Description reflecting beginning level of performance | Description reflecting movement toward mastery level of performance | Description reflecting achievement of mastery level of performance | Description reflecting highest level of performance |  |
| **Category #2** | Description reflecting beginning level of performance | Description reflecting movement toward mastery level of performance | Description reflecting achievement of mastery level of performance | Description reflecting highest level of performance |  |
| **Category #3** | Description reflecting beginning level of performance | Description reflecting movement toward mastery level of performance | Description reflecting achievement of mastery level of performance | Description reflecting highest level of performance |  |
| **Category #4** | Description reflecting beginning level of performance | Description reflecting movement toward mastery level of performance | Description reflecting achievement of mastery level of performance | Description reflecting highest level of performance |  |

[**Note**: The teacher should highlight key phrases in the rubric that describe the student’s performance, then write a final score in the right-hand column. It is typical to have highlights appear in more than one column. The teacher may also choose to “decimalize” scores; for example, giving a 2.5 for one category to indicate that the student is progressing toward a 3.]

**Source for language in chart**:

Mertler, C. A. (2001). Designing scoring rubrics for your classroom. *Practical Assessment, Research & Evaluation*, 7(25). Retrieved April 30, 2014 from <http://PAREonline.net/getvn.asp?v=7&n=25>.