

**\*Helpful Adjectives and Adverbs  
for Rubric Construction**

<b>Not Meeting Expectations</b>	<b>Progressing</b>	<b>Proficient</b>	<b>Exemplary</b>
None	Fewer than ____	More than ____	All
Never	Seldom, rarely	Sometimes, often	Always
Incomplete	Less than complete	Somewhat complete	Complete
Inadequate	Less than adequate	Adequate	Superior
Unsatisfactory	Minimal	Satisfactory	Maximum
Unclear	Vague	Understandable	Articulate
Rarely clear	Sometimes unclear or inaccurate	Often clear, often accurate	Clear, accurate
...to an unacceptable level	...to a minimal level	...to an acceptable level	...to the highest level
Includes no elements of...	Includes few elements of...	Includes most elements of...	Includes all elements of...
Improper	Sometimes improper	Somewhat proper	Clear
Unclear	Somewhat unclear	Some degree of clarity	Proper
Inappropriate	Limited	Somewhat appropriate	Appropriate
Lacks enough of...	Minimal amount of...	Adequate number of...	All Necessary...
Inconsequential, Unimportant	Somewhat relevant	Important	Significant
Unnecessary	Somewhat useful	Essential	Critical, crucial
Illogical	Somewhat reasonable	Reasonable	Logical, rational
Random	Somewhat instinctive	Somewhat intuitive	Intuitive

**Exploring Rubrics**

- Prentice Hall - [http://www.phschool.com/professional\\_development/professional\\_library/alternative\\_assessment/index.html](http://www.phschool.com/professional_development/professional_library/alternative_assessment/index.html)
- MidLink Magazine's Teacher Resource Room - <http://www.ncsu.edu/midlink/ho.html>
- Kathy Schrock's Guide - <http://school.discovery.com/schrockguide/assess.html>
- The Staff Room, Ontario, CA - <http://www.odyssey.on.ca/~elaine.coxon/rubrics.htm>

\*This chart provides some very general suggestions to "jump-start" your rubric construction. Your mission will be to clarify these terms by adding specific requirements. Avoid vague terms by qualifying your descriptors and defining exactly what you want from the students.

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