**Checklist for Quality Rubric Design**

☐ 4 is not more  
☐ Descriptive language  
☐ Not quantitative  
☐ A rubric for skill development rather than a checklist of compliance  
☐ Parallel structure  
☐ Student friendly  
☐ Hess’/Bloom’s/Costa’s/Webb’s language is used and corresponds to proficiency levels  
☐ Focus on the skill that is demonstrated vs. what is lacking  
☐ Flexible enough to be used in multiple content areas and assignments yet specific enough to hit the skill that is being assessed.

**Examples of High Quality Rubrics**

**Key Ideas and Details**  
**Close Reading (CLR)**

<table>
<thead>
<tr>
<th></th>
<th>Advanced</th>
<th>Proficient</th>
<th>Basic</th>
<th>Minimal</th>
<th>No Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Inferring and Summarizing</strong></td>
<td>I can infer beyond the obvious and defend my inference with multiple claims/details from the text(s).</td>
<td>I can make inferences and defend them with multiple claims/details from the text(s).</td>
<td>I can summarize the author’s claims in my own words.</td>
<td>I can identify the author’s claims.</td>
<td>I cannot identify the author’s claims.</td>
</tr>
</tbody>
</table>

**Integration of Knowledge & Ideas**  
**Arguments (ARG)**

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<td><strong>Supporting Claims</strong></td>
<td>I can justify a claim with specific evidence and analyze the evidence beyond the obvious.</td>
<td>I can justify a claim with relevant evidence and provide an analysis of the evidence.</td>
<td>I can support a claim with evidence and provide a summary of the evidence.</td>
<td>I can support a claim with evidence.</td>
<td>I cannot support a claim with evidence.</td>
</tr>
</tbody>
</table>