

## Rubric Template for Assessing Complex Performance Relative to a Standard

[Replace text in brackets with criteria and performance-level descriptions appropriate to the standard.]

	Advanced	Proficient	Basic	Novice
<b>[Criterion 1]</b>	[Performance extends the understanding and skill called for by the standard beyond the level required for proficiency; for example, by offering new ideas or extra details or by making connections to other knowledge or skills.]	[Performance demonstrates the understanding and skill called for by the standard at the level required for proficiency.]	[Performance demonstrates partial mastery (e.g., oversimplified or incomplete knowledge, limited skill) of the understanding and skill called for by the standard.]	[Performance demonstrates deep misconceptions or profound lack of the understanding and skill called for by the standard.]
<b>[Criterion 2]</b>	[Performance extends the understanding and skill called for by the standard beyond the level required for proficiency; for example, by offering new ideas or extra details or by making connections to other knowledge or skills.]	[Performance demonstrates the understanding and skill called for by the standard at the level required for proficiency.]	[Performance demonstrates partial mastery (e.g., oversimplified or incomplete knowledge, limited skill) of the understanding and skill called for by the standard.]	[Performance demonstrates deep misconceptions or profound lack of the understanding and skill called for by the standard.]
<b>[Criterion 3]</b>	[Performance extends the understanding and skill called for by the standard beyond the level required for proficiency; for example, by offering new ideas or extra details or by making connections to other knowledge or skills.]	[Performance demonstrates the understanding and skill called for by the standard at the level required for proficiency.]	[Performance demonstrates partial mastery (e.g., oversimplified or incomplete knowledge, limited skill) of the understanding and skill called for by the standard.]	[Performance demonstrates deep misconceptions or profound lack of the understanding and skill called for by the standard.]
<b>[Criterion 4]</b>	[Performance extends the understanding and skill called for by the standard beyond the level required for proficiency; for example, by offering new ideas or extra details or by making connections to other knowledge or skills.]	[Performance demonstrates the understanding and skill called for by the standard at the level required for proficiency.]	[Performance demonstrates partial mastery (e.g., oversimplified or incomplete knowledge, limited skill) of the understanding and skill called for by the standard.]	[Performance demonstrates deep misconceptions or profound lack of the understanding and skill called for by the standard.]