

“Quality of My Activity” Rubric

A guide to evaluate the quality and effectiveness of an activity

	1 Beginning	2 Approaching the Standard	3 Meeting the Standard	4 Exceeding the Standard
Focus	The activity does not relate directly to a specific goal	The activity relates to a goal but does not capture its full intent or purpose.	The activity directly relates to a specific goal.	The activity strongly relates to more than one goal.
Objective (Target)	There is no objective/target or it uses one of the verbs “to know,” “to understand,” or “to learn.”	The objective/target is clear but has a weak verb or is not measurable.	The objective is clear and uses a strong verb.	The objective is clear, uses a strong verb, and is measurable.
Practice	Only one student gets practice at a time.	Every student gets a single opportunity for practice.	Every student gets an opportunity to practice several times.	Every student gets many opportunities to practice in a short amount of time.
Challenge	Students master the activity or meet the standard the first time.	Students master the activity or meet the standard after only a couple attempts or in a very short time.	Students start out with difficulty but after a few practice opportunities they master the activity, meet the standard, or show appropriate improvement.	Students start out with difficulty but after many practice opportunities they master the activity, meet the standard, or show appropriate improvement.
Evidence (Assessment)	Evidence is not considered.	Evidence is considered but no record is made.	Evidence is considered and a record is made.	Evidence is considered and an ongoing record is kept to chart progress over time.

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