



## RUBRICS

**Definition:** “A matrix that identifies criteria for success and describes levels of performance in relation to those criteria along a spectrum from poor to excellent.”<sup>1</sup>

Step 1: Pick one outcome to assess.

Step 2: Choose a descriptive label for each level of achievement towards that outcome. Here are some ideas to get you started:

Level 1	Level 2	Level 3	Level 4
Emerging	Developing	Achieving	Extending
Novice	Apprentice	Master	Expert
Failed	Survived	Succeeded	Thrived
Dormant	Activated	Energized	Leader
Beginning	Acceptable	Accomplished	Stellar
Below standard	Developing	At standard	Above standard
Not happening at all	Happening a little	Happening pretty darn good	Awesomely happening
Weak	Decent	Strong	Exemplary

Step 3: Describe levels 1-3, based on what you have actually seen. Level 1 is the worst possible scenario you have seen or worry that could happen. Level 3 should be the best you have seen in your organization to date.

Step 4: Describe Level 4, which is what going beyond the best you have seen would look like. This should be aspirational.

By developing concrete descriptions, you have a way of recognizing when things need to be improved, when things are going well, and what you want to strive for. You are also painting a realistic picture of possible outcomes. Even if you find that you are at Level 2, at least you know it could be worse. And you also know where you are falling short.

Rubrics take time, dedication and commitment. Time spent developing a rubric increases commitment and ownership by staff.

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<sup>1</sup>David Grant. 2015. *The Social Profit Handbook: The Essential Guide to Setting Goals, Assessing Outcomes, and Achieving Success for Mission-Driven Organizations*. White River Junction, Vermont: Chelsea Green Publishing): p.45.

Organization: New Day Youth and Family Services

Desired output or outcome: **Youth Develop Own Goals & Path for Future**

	<i>Levels</i>			
<i>Aspects</i>	<b>Island (1)</b>	<b>Trail (2)</b>	<b>Rt. 66 (3)</b>	<b>Yellow Brick Road (4)</b>
<b>Goal Setting</b>	Don't understand what goals are	Thinking of Goals, know what a goal is	Established Goals (not written down)	Written down goals. Short & Long term
<b>Visualizing Future</b>	Don't see a future	See a future, but don't know difference between dream & goal	Looking into future and network is established	Path is created for future, helping others achieve theirs. Bigger networks
<b>Potential</b>	Discouraging Potential	Youth learn steps to achieve potential (goals)	Sharing ideas with others, steps prioritized	Self-improvement, values, broaden interest, confidence
<b>Youth Resources</b>	Do not have access to needed resources	Access to some needed resources, but not all	Access to all needed resources	Access to needed resources & more. Youth find resources
<b>Youth Guidance</b>	Youth are told what to do	Youth are themselves, don't have to follow others	Sticking to goals, not discouraged	Empowerment, helping others achieve their goals. Mentoring

Organization:

Desired output or outcome:

	<i>Levels</i>			
<i>Aspects</i>	<b>Your label (1)</b>	<b>Your label (2)</b>	<b>Your label (3)</b>	<b>Your label (4)</b>

Organization:

Desired output or outcome:

	<i>Levels</i>			
<i>Aspects</i>	<b>Your label (1)</b>	<b>Your label (2)</b>	<b>Your label (3)</b>	<b>Your label (4)</b>