# 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.”[[1]](#footnote-1)

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:

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| --- | --- | --- | --- |
| **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.

Organization: New Day Youth and Family Services

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

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| --- | --- | --- | --- |
| **Island (1)** | **Trail (2)**  | **Rt. 66 (3)**  | **Yellow Brick Road (4)** |
| 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 |
| 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 |
| Discouraging Potential | Youth learn steps to achieve potential (goals) | Sharing ideas with others, steps prioritized | Self-improvement, values, broaden interest, confidence |
| 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 |
| 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 |

|  |  |
| --- | --- |
| Desired output or outcome or value: |  |
| **Your label (1)** | **Your label (2)**  | **Your label (3)**  | **Your label (4)** |
|  |  |  |  |
| Desired output or outcome or value: |  |
| **Your label (1)** | **Your label (2)** | **Your label (3)** | **Your label (4)** |
|  |  |  |  |

1. 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. [↑](#footnote-ref-1)