

Six-Facet Rubric: Understanding by Design

Explained	Meaningful	Effective	In Perspective	Emphatic	Reflective
<i>Sophisticated and Comprehensive:</i> an unusually thorough, elegant, or inventive account (model, theory, explanation); fully supported, verified, justified; deep and broad; goes well beyond the information given	<i>Insightful:</i> a powerful and illuminating interpretation or analysis of the importance, meaning, significance; tells a rich and insightful story; provides a revealing history or context.	<i>Masterful:</i> Fluent, flexible, efficient, able to use knowledge and skill and adjust understandings well in diverse and difficult contexts—masterful ability to transfer.	<i>Insightful and Coherent:</i> a thoughtful and circumspect viewpoint; effectively critiques, encompasses other plausible perspectives; takes a long and dispassionate critical view of the issues involved.	<i>Mature:</i> disciplined, disposed and able to see and feel what others see and feel; unusually open to and willing to seek out the odd, alien, or different; able to make sense of texts, experiences, events that seem weird to others.	<i>Wise:</i> deeply aware of the boundaries of own and others' understanding; able to recognize own prejudices and projections; has integrity—able and willing to act on understanding.
<i>Systematic:</i> an atypical and revealing account, going beyond what is obvious or what was explicitly taught; makes subtle connections; well supported by argument and evidence; novel thinking displayed.	<i>Revealing:</i> a thoughtful interpretation or analysis of the importance, meaning, significance; tells an insightful story; provides a helpful history or context.	<i>Skilled:</i> competent in using knowledge and skill and adapting understandings in a variety of appropriate and demanding contexts.	<i>Thorough:</i> a fully developed and coordinated critical view; makes own view more plausible by a fair consideration of the plausibility of other perspectives; makes apt criticisms, discriminations, and qualifications.	<i>Sensitive:</i> disposed to see and feel what others see and feel; open to the unfamiliar or different; able to see the value and work that others do not see.	<i>Circumspect:</i> aware of own ignorance and that of others; aware of own prejudices.
<i>In-depth:</i> an account that reflects some in-depth and personalized ideas; student is making the work his own, going beyond the given; there is supported theory, but insufficient or inadequate evidence and argument.	<i>Perceptive:</i> a reasonable interpretation or analysis of the importance, meaning, or significance; tells a clear and instructive story; provides a revealing history or context.	<i>Able:</i> limited but growing ability to be adaptive and innovative in the use of knowledge and skill.	<i>Considered:</i> a reasonably critical and comprehensive look at major points of view in the context of her own; makes clear that there is plausibility to other points of view.	<i>Aware:</i> knows and feels that others see and feel differently and is somewhat able to empathize with others.	<i>Thoughtful:</i> generally aware of what he does and does not understand; aware of how prejudice and projection occur without awareness.

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<i>Developed:</i> an incomplete account, but with apt and insightful ideas; extends and deepens some of what was learned; some reading between the lines; account has limited support, argument, data, or sweeping generalizations; there is a theory with limited testing and evidence.	<i>Interpreted:</i> a plausible interpretation or analysis of the importance, meaning, or significance; makes sense with a story; provides a telling history or context.	<i>Apprentice:</i> relies on a limited repertoire of routines, able to perform well in a few familiar or simple contexts; limited use of judgment and responsiveness to feedback or situation.	<i>Aware:</i> knows of different points of view and somewhat able to place own view in perspective, but weakness in considering worth of each perspective or critiquing each perspective, especially her own: uncritical about tacit assumptions.	<i>Decentering:</i> has come capacity or self-discipline to walk in others shoes, but is still primarily limited to own reactions and attitudes, puzzled or put off by different feelings or attitudes.	<i>Unreflective:</i> generally unaware or own specific ignorance; generally unaware or how prejudgments color understanding.
<i>Naive:</i> superficial account; more descriptive than analytical or creative; a fragmented or sketchy account of facts, ideas; glib generalizations; a black-and-white account; less theory than unexamined hunch or borrowed idea.	<i>Literal:</i> a simplistic or superficial reading; mechanical translation; a decoding with little or no interpretation; no sense of wider importance or significance; a restatement of what was taught or said.	<i>Novice:</i> can perform only with coaching of relies on highly scripted, singular “plug-in” (algorithmical and mechanical) skills, procedures or approaches.	<i>Uncritical:</i> unaware of differing points of view, prone to overlook or ignore other perspectives; has difficulty imagining other ways of seeing things; prone to ad hominem criticisms.	<i>Egocentric:</i> has little or no empathy beyond intellectual awareness of others; sees things through own ideas and feelings; ignores or is threatened or puzzled by different feelings, attitudes, views.	<i>Innocent:</i> completely unaware of the bounds of own understanding and of the role of projections and prejudice in opinions and attempts to understand.

Source:

Wiggins, G. & McTighe, J. (2005). *Understanding by design*. Alexandria, VA: Association for Supervision & Curriculum Development. (The rubric was adapted and revised from the original: Wiggins, G. & McTighe, J. (1998). *Educative assessment: Designing assessment to inform and improve student performance*. San Francisco: Jossey-Bass Publishers.)