## Descriptive Feedback Rubric (Version #2)

*The Everyday Rubric – A Practical Process for Providing Descriptive Feedback*

<table>
<thead>
<tr>
<th>Feedback Level</th>
<th>Description</th>
<th>Key Features</th>
<th>Thinking Classification Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(E)</strong> Excellent example</td>
<td>Meets or exceeds <strong>understanding</strong>. Complete development of response. Clear communication and understanding of problem is provided. Any error is trivial.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>(M)</strong> Meets expectations <em>(Proficient)</em></td>
<td><strong>Understanding</strong> is evident. Needs some revision or expansion, but written comments or development of work are sufficient. Additional explanations of background skills or topics are minimal.</td>
<td></td>
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</tr>
<tr>
<td><strong>(R)</strong> Needs Revision</td>
<td>Partial <strong>understanding</strong> is evident, but significant gaps remain. Needs more work or revisions before student is able to move to next step in this area.</td>
<td></td>
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</tr>
<tr>
<td><strong>(I)</strong> Insubstantial</td>
<td>Clearly <strong>misunderstands</strong> the problems. Insubstantial attempt made. New strategies to re-teach the material is needed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>(N)</strong> No Response</td>
<td>No attempt that follows the directions of the problems was provided. New strategies to re-teach the material is needed.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Thinking Classification Level 1**
- Recognizing and recalling
- Computing

**Thinking Classification Level 2**
- Using fundamental concepts
- Describing and applying basic facts, terms rules, concepts, definitions

**Thinking Classification Level 3**
- Concluding a process
- Explaining a complex idea
- Communicating ideas effectively

**Thinking Classification Level 4**
- Synthesizing / “What if..?”
- Evaluating and Extending
- Making connections


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