

Rubric for the 6 Facets of Understanding

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Explanation	Interpretation	Application	Perspective	Empathy	Self-knowledge
<i>Sophisticated:</i> an unusually thorough, elegant, and inventive account (model, theory, or explanation); fully supported, verified, and justified; deep and broad: goes well beyond the information given.	<i>Profound:</i> a powerful and illuminating interpretation and analysis of the importance /meaning/ significance; tells a rich and insightful story: provides a rich history or context; sees deeply and incisively any ironies in the different interpretations.	<i>Masterful:</i> fluent, flexible, and efficient; able to use knowledge and skill and adjust understandings well in novel, diverse, and difficult contexts.	<i>Insightful:</i> a penetrating and novel viewpoint; effectively critiques and encompasses other plausible perspectives; takes a long and dispassionate view of the issues involved.	<i>Mature:</i> 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.	<i>Wise:</i> deeply aware of the boundaries of one's own and others' understanding; able to recognize his prejudice and projections; has integrity=able and willing to act on what one understands.
<i>In-depth:</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 nuanced interpretation and analysis of the importance/ meaning/ significance: tells an insightful story; provides a telling history or context; sees subtle differences, levels, and ironies in diverse interpretations.	<i>Skilled:</i> competent in using knowledge and skill and adapting understandings in a variety of appropriate and demanding contexts.	<i>Thorough:</i> a revealing and coordinated critical view; makes own view more plausible by considering 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.	<i>Circumspect:</i> aware of one's ignorance and that of others; aware of one's prejudices; knows the strengths and limits of one's understanding.
<i>Developed:</i> an account that reflects some in-depth and personalized ideas; the student is making the work her own, going beyond the given—there is supported theory here, but insufficient or inadequate evidence and argument.	<i>Perceptive:</i> a helpful interpretation or analysis of the importance/ meaning/ significance; tells a clear and instructive story; provides a useful history or context; sees different levels of interpretation.	<i>Able:</i> able to perform well with knowledge and skill in a few key contexts, with a limited repertoire, flexibility, or adaptability to diverse contexts.	<i>Considered:</i> a reasonably critical and comprehensive look at all points of in the context of one's own; makes clear that there is plausibility to other points of view.	<i>Aware:</i> knows and feels that others see and feel differently; somewhat able to empathize with others; has difficulty making sense of odd or alien views.	<i>Thoughtful:</i> generally aware of what is and is not understood; aware of how prejudice and projection can occur without awareness and shape one's views.

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<p><i>Intuitive:</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, but one with limited testing and evidence.</p>	<p><i>Interpreted:</i> a plausible interpretation or analysis of the importance/meaning/significance; makes sense of a story; provides a history or context.</p>	<p><i>Apprentice:</i> relies on a limited repertoire of routines; able to perform well in familiar or simple contexts, with perhaps some needed coaching; limited use of personal judgment and responsiveness to specifics of feedback/situation .</p>	<p><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 one's own; uncritical about tacit assumptions.</p>	<p><i>Developing:</i> has some capacity and self-discipline to "walk in another's shoes, but is still primarily limited to one's own reactions and attitudes: puzzled or put off by different feeling.</p>	<p><i>Unreflective:</i> generally unaware of one's specific ignorance; generally unaware of how subjective judgments color understandings.</p>
<p><i>Naive:</i> a superficial account; more descriptive than analytical or creative; a fragmentary or sketchy account of facts/ideas or glib generalizations; a black-and-white account less a theory than an unexamined hunch or borrowed idea.</p>	<p><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 read.</p>	<p><i>Novice:</i> can perform only with coaching or relies on highly scripted, singular "plug-in" (algorithmic and mechanical) skills, procedures. or approaches.</p>	<p><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 egocentric argument and personal criticisms.</p>	<p><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, or views.</p>	<p><i>Innocent:</i> completely unaware of the bounds of one's understanding and of the role of projection and prejudice in opinions and attempts to understand.</p>