# Leveraging Rubrics for Student Learning

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- Examine assumptions about rubrics
- Explore how rubrics impact learning
- Identify student-centered strategies for using rubrics

# What IS a rubric?

**Survey says…**

# What is a rubric?

- "A scoring tool that lists the criteria for a piece of work, or what counts, and articulates gradations of quality for each criterion, from excellent to poor" (Goodrich, 1996)

- An assessment tool that facilitates the process of evaluation and reporting of student achievement (Reddy, 2007)

- "A multi-purpose scoring guide for assessing student products and performances" (Wolf & Stevens, 2007)

- "A written guide for assessing student work" (Suskie, 2018)

- "A guide listing specific criteria for grading or scoring academic paper, projects, or tests" (Merriam Webster, 2022)
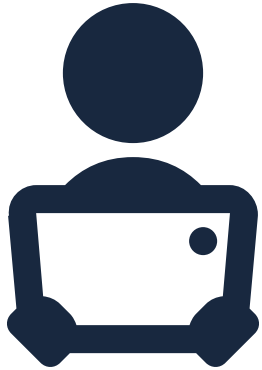
# Misperceptions

## Rubrics:

- Are only useful for grading or scoring assignments

- Make grading too rigid

- End subjectivity

- Stand alone for grading feedback

## Rubrics:

- Are simply assignment instructions in chart or table form

- Should represent assignment tasks

- Provide all a student needs to know about an assignment

# Misperceptions

## Rubrics:

- "Give away" the answers

- Limit student creativity

- Encourage minimal student performance

## Rubrics:

- Increase grading efficiency
- Improve grading consistency
- Create grading transparency
- Provide clear grading expectations for instructors
- Convey instructor expectations to students

# Student vs. Instructor

Students frequently refer to rubrics as serving the purposes of learning and achievement

Instructors focus on the purpose of rubrics for quick, objective, accurate assignment grading

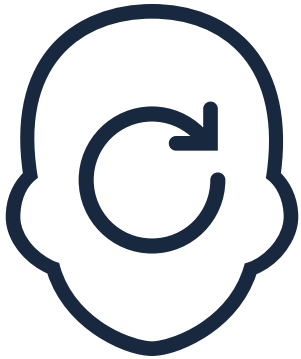*(Leader & Clinton, 2018; Reddy & Andrade, 2010)*

Students perceived positive outcomes with rubric use:
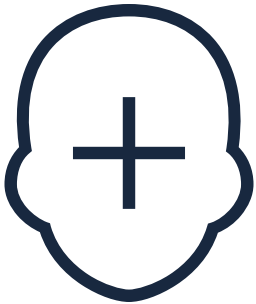
- Improved quality of work
- Less anxiety about assignments
- Better grades
- Fairer grades

*(Andrade & Du, 2005)*

# When students were given rubrics:

- 86% of undergrads used them to inform their work
- 61% of students used them to raise their standard of work *(Leader & Clinton, 2018)*

- Students reported self-confidence (47%), writing ability (42%) and motivation (10%) were most affected aspects of writing when provided with rubrics *(Kim, 2019)*

## Adult learners who used rubrics:

- Preferred the use of rubrics to other grading techniques
- Could identify the critical learning issues
- Focused on the primary content
- Were able to set learning goals
- Valued recognition of weaknesses in rubric feedback

*(Bolton, 2006)*

# Rubrics as learning tools

## Two pathways:

Understanding

Self-regulated learning (SRL)

*(Jonsson & Panadero, 2016)*

# Rubrics as learning tools

Help students understand their learning target

Help students understand differences between high and low quality work

Help students recognize their strengths and areas for improvement

Promote internalization of criteria for good [writing, research, etc.]

# Rubrics as learning tools

Engages students in self-assessment

Encourages students to think critically about their own work

Empower students to improve their performance

# Rubric benefits for students

Support metacognition

Reduce anxiety

# Strategies for using rubrics

Direct students to the rubric:

- Provide rubric with the assignment

- Provide rubric link in the online course

- Post rubric in an announcement

# Strategies for using rubrics

Explain the rubric:

- Review performance levels and rubric criteria

- Provide opportunity to ask questions

- Clarify any descriptors

# Strategies for using rubrics

Practice:

- Conduct a mock critique with exemplars

- Ask students use rubric to evaluate their own work

# Summary:

- Rubrics are not JUST grading tools
- Misperceptions about rubrics can limit their use as a learning tool
- Students have positive perceptions about rubrics
- Leveraging rubrics as learning tools will enhance learning outcomes for students

# Thank you!!!!

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