

Marking Rubrics Guide

JUSTICE INSTITUTE OF BRITISH COLUMBIA

CENTRE FOR TEACHING, LEARNING AND INNOVATION



This work is licensed under a Creative Commons Attribution 4.0 International License with attribution to Justice Institute of British Columbia.

Table of Contents

Introduction	3
What is a Marking Rubric?	3
Why Use a Marking Rubric?	3
When to Use a Rubric.....	3
Types of Rubrics with Samples	5
1. Analytic Rubric (Most Common)	5
2. Holistic Rubric	10
3. Developmental Rubric.....	13
4. Checklist Rubric.....	17
Steps to Creating a Rubric	19
Generating Rubric Using AI Tools.....	22
Tips for Students	23
References	24
Notes	Error! Bookmark not defined.

This guide has been prepared by JIBC's CTLI, Writing Centre, and Library to provide instructors, program staff and students with practical tips for creating and using marking rubrics.

Introduction

What is a Marking Rubric?

Marking rubrics are a tool that uses a scale of defined criteria to create a fair and objective system of measurement to assess and evaluate assignments (Chan & Ho, 2019; Grainger & Weir, 2020). Marking rubrics can also be referred to as:

- grading tools,
- scoring matrices,
- criteria sheets, or
- marking guides.

They function as a feedback mechanism to concisely link instructor feedback to assignment expectations, preset criteria, and level of performance descriptions (Grainger & Weir, 2020).

Why Use a Marking Rubric?

In post secondary education, instructors and students use rubrics to transparently share assignment and marking expectations. They are also used to offer clear and detailed descriptions of expected learning outcomes (Kelvin Heng Kiat Tan, 2020) and to provide feedback to students in a way that clearly explains the breakdown of their marks. Not only do they enhance direct instruction but also improve student performance.

When to Use a Rubric

Marking rubrics are efficient and effective tools for instructors and students, yet they may not be the best tool for every assignment.

Some of the advantages and disadvantages of rubrics include:

Advantages	Disadvantages
<ul style="list-style-type: none">• Provide clear guidelines on assignment requirements and standardizes evaluation.• Maintains objective evaluation over subjective interpretation of guidelines.• Ensures transparency of evaluation for all involved.	<ul style="list-style-type: none">• Can overshadow the assignment goals and learning outcomes.• Can complicate assignments or measure of learning for outcomes that would benefit from an alternative grading tool, such as Pass/Fail grading.• Creating a good rubric requires experience and can be time-consuming.

Types of Rubrics with Samples

There are four main types of rubrics, each serving different purposes. Each has their benefits and limitations. The most used are *analytic* and *holistic* rubrics.

Type of Rubric	Definition
Analytic	Evaluates multiple defined criteria separately, each with performance levels and individual scores, offering detailed, criterion-specific feedback.
Holistic	Assesses the overall quality of the work in a single score based on an overall impression, using broad performance levels without breaking into components.
Developmental	Assesses a student's progress across stages of growth (e.g., initial to mature), focusing on skill development over time and often aligned with learning theories.
Checklist	Uses a list of required elements marked as present or absent (Yes/No), checking completion without judging the quality of each item.

1. Analytic Rubrics (Most Common)

Purpose:

An analytic rubric evaluates a student's work by breaking it down into specific criteria, each assessed separately. This approach provides detailed feedback on various aspects of the assignment, allowing instructors to pinpoint strengths and areas for improvement.

Structure:

- The rubric includes specific criteria such as clarity, organization, and mechanics, which define the key aspects of the assignment being assessed.
- Each criterion is evaluated using descriptive performance levels, often ranging from "Excellent" to "Needs Improvement."
- Every criterion is scored individually, and the scores are usually totaled to determine the student's final grade.

Advantages:

- This rubric provides detailed feedback on individual components of the work, helping students understand specific areas of strength and weakness.
- It allows instructors to target feedback toward particular learning outcomes or skill areas.
- The use of distinct performance criteria increases grading objectivity and consistency.

Limitations:

- Creating and grading with this rubric can be time-consuming, especially for complex assignments.
- The effectiveness of this rubric depends on having clearly defined descriptors for each performance level.
- If misaligned with learning goals, it may appear overly rigid or formulaic to students.

Best for:

Research papers, presentations, portfolios, and any work where multiple skills or components are being assessed.

Sample 1:**COURSE:** _____ **Term Paper Writing Holistic Rubric****Name:** _____ **Assignment:** _____ **Grade:** ____/10 ____%

Criteria	Excellent	Very Good	Competent	Fair	Poor
	9-10	7-8	5-6	3-4	0-2
Thesis, introduction & conclusion	Begins with a clear, interesting, tension-creating thesis; intro outlining ideas; a highly effective summation of major points.	Has a thesis (without tension) and a preview of ideas. Concludes by reinforcing position.	Simple thesis. Fragmented point outline. Basic conclusion with some support.	Basic introduction without clear thesis. No outlining of points. Brief conclusion without support.	No introduction. Unsatisfactory conclusion.
Content, thesis support (sources: paraphrasing / quotations) & arguments	Elaborate arguments with advanced example and support use. Balanced use of quotations and paraphrasing.	Logical arguments with Particularly effective use of specific examples, elaboration, paraphrasing. Slight dependence on quotes.	Has two or more basic arguments with adequate evidence support. Majority of references are quotes. Some external support.	Only one basic argument with minimal supporting evidence. Only quotations, no paraphrasing.	No logical argument and no supporting examples or primarily generalizations . No referencing to original or external works.
Focus on & understanding of topic	Highly focused on topic with purpose to all material. High level of	Focused with good understanding of topic.	Generally focused but with some ideas that are not. Showing adequate	Loose connection of ideas with minimal focus and understanding.	Frequent use of ideas not on topic. Extremely little understanding.

	understanding of topic.		understanding of topic.		
Cohesion	Paragraphs stay on theme. Consistent choices in cohesive structures. Ideas have logical flow and link to introduction and conclusion. Essay stays on topic.	Logical organization with ideas flowing with occasional lack of consistency in choice of cohesive structures and vocabulary but the overall ease of communication is not impaired.	Patchy with some structures or vocabulary not appropriate to overall style. Ideas are often disconnected. Reads as if it were an outline rather than an essay.	Cohesive structures or vocabulary items are not appropriate and misused. Difficult to read.	Extremely difficult to read due to completely inappropriate or misused cohesive structures or vocabulary.
Organization & correct use of assignment format	Follows structure of assignment. Advanced use of organization. Engages reader.	Demonstrates understanding elements of the assignment. Some attention to audience.	Adequate organization. Follows correct format and shows minimal consideration of reader.	Follows basic structure. Distinct beginning, middle, and end without flowing of ideas. No regard for audience.	No obvious organization or clear following of format.

Sample 2:

Your paper is to include an introduction to the topic, main report body, and a conclusion summing up the key themes. You are encouraged to use other source material. Reference material is to be per APA format.

Criteria	Score
1. Thought and detail Depth and breadth of thought, clarity, originality, and insight. Using examples and/or references from literature to substantiate ideas if author wishes to.	15 marks
2. Organization Writing reflects purpose, ideas and examples are controlled and relevant to overall purpose and have a clear focus.	15 marks
3. Choices of Style Care and consistency in expression. Degree of clarity in expressing thoughts and ideas.	10 marks
4. Use of Conventions Correct spelling, punctuation, and grammar usage appropriate for style of document, including adherence to APA style.	5 marks
5. Overall Impression and structure of document (Comprehensive, consideration of other ideas including cover page with title, name of course including number, instructor and student name, date, student ID number)	5 marks
Total	Out of /50

2. Holistic Rubrics

Purpose:

A holistic rubric assesses a student's work as a whole, providing a single score based on an overall impression of the assignment. This approach is efficient and effective for evaluating overall quality but lacks detailed feedback.

Structure:

- This rubric uses a single scale with several performance levels, such as “Exemplary,” “Proficient,” “Developing,” and “Needs Improvement.”
- Each level is described with general statements that capture the overall quality of the work without breaking it into components.

Advantages:

- Holistic rubrics save time by allowing instructors to assess overall performance quickly.
- They offer a high-level view of student achievement, which can be useful in fast-paced or large-enrollment settings.
- They work well for assignments that emphasize creativity, synthesis, or overall impression.

Limitations:

- The feedback from a holistic rubric is less detailed, which may not help students pinpoint what to improve.
- The general nature of the descriptors can lead to subjectivity or inconsistency between different raters.
- It may be difficult to explain or defend a score to a student when performance varies across multiple dimensions.

Best for:

Quick assessments, discussion participation, or early drafts where detailed feedback is not the priority.

Sample 1:**COURSE:** _____ **Term Paper Writing Holistic Rubric****Name:** _____ **Assignment:** _____ **Grade:** ____/10 ____%

Level & Score Range	Descriptor (Holistic Performance Description)
Excellent 9–10	Begins with a clear, interesting, tension-creating thesis. Introduction outlines ideas and ends with a highly effective summation of major points. Elaborate arguments with advanced example and support use. Balanced use of quotations and paraphrasing. Highly focused on topic with purpose to all material. High level of understanding of topic. Paragraphs stay on theme with consistent choices in cohesive structures. Ideas have logical flow and link to introduction and conclusion. Essay stays on topic. Follows structure of assignment. Advanced use of organization. Engages reader.
Very Good 7–8	Has a thesis (without tension) and a preview of ideas. Concludes by reinforcing position. Logical arguments with effective use of specific examples, elaboration, paraphrasing. Slight dependence on quotes. Focused with good understanding of topic. Logical organization with ideas flowing, with occasional lack of consistency in cohesive structures and vocabulary, but the overall ease of communication is not impaired. Demonstrates understanding of elements of the assignment. Some attention to audience.
Competent 5–6	Simple thesis. Fragmented point outline. Basic conclusion with some support. Has two or more basic arguments with adequate evidence support. Majority of references are quotes. Some external support. Generally focused but with some ideas that are not. Showing adequate understanding of topic. Patchy with some structures or vocabulary not appropriate to overall style. Ideas are often disconnected. Reads as if it were an outline rather than an essay. Adequate organization. Follows correct format and shows minimal consideration of reader.
Fair 3–4	Basic introduction without clear thesis. No outlining of points. Brief conclusion without support. Only one basic argument with minimal supporting evidence. Only quotations, no paraphrasing. Loose connection of ideas with minimal focus and understanding. Cohesive structures or vocabulary items are not appropriate and also misused. Difficult to read. Follows basic structure. Distinct beginning, middle, and end without flowing of ideas. No regard for audience.
Poor 0–2	No introduction. Unsatisfactory conclusion. No logical argument and no supporting examples or primarily generalizations. No referencing to original or external works. Frequent use of ideas not on topic. Extremely little understanding. Extremely difficult to read due to completely inappropriate or misused cohesive structures or vocabulary. No obvious organization or clear following of format.

Sample 2:

Holistic Rubric – Written Assignment (Total: /50)

Your paper is to include an introduction to the topic, main report body, and a conclusion summing up the key themes. You are encouraged to use other source material. Reference material is to be per APA format.

Performance Level	Description
Excellent (45–50)	The writing demonstrates exceptional clarity, originality, and depth of thought. Ideas are well-developed and supported with relevant examples or references. Organization is strong and purposeful, with clear focus and flow. Style is engaging and consistent, with virtually no errors in grammar, spelling, or APA format. The document is polished and complete, including all required elements (e.g., cover page, student details).
Very Good (38–44)	The writing is thoughtful and clear, with well-organized ideas that generally support the overall purpose. Style is appropriate, and expression is mostly consistent. Minor errors in grammar or formatting may appear but do not impede understanding. Most required components are included.
Satisfactory (30–37)	The writing conveys the main ideas with some clarity, but may lack depth, originality, or cohesion. Organization is apparent but may be inconsistent. Some issues with grammar, expression, or APA format are noticeable. A few required components may be missing or incomplete.
Fair (20–29)	The writing shows limited insight and development. Ideas may be vague, off-topic, or poorly organized. Style and expression are inconsistent. Frequent errors in grammar, spelling, or formatting detract from readability. Required elements are incomplete or missing.
Poor (0–19)	The writing lacks clarity, focus, and organization. Little to no evidence of thoughtful engagement or structure. Grammar and formatting errors are pervasive. Few, if any, assignment requirements are met.

3. Developmental Rubrics

Purpose:

A developmental rubric focuses on the progression of a student's skills or abilities over time. It assesses the extent to which a student has developed a particular competency, often based on a theoretical framework.

Structure:

- Developmental rubrics are organized into domains such as cognitive, intrapersonal, or interpersonal areas of development.
- Each domain includes levels that represent stages of growth, often labeled as “Initial,” “Intermediate,” and “Mature.”
- Descriptions under each level illustrate how student performance or understanding evolves across these stages.

Advantages:

- These rubrics encourage a growth mindset by emphasizing student progress over time, rather than solely final performance.
- They can be aligned with developmental theories, making them especially useful for programs focused on skill acquisition or identity development.
- Instructors can use them to assess learning in contexts where mastery may take more than one course or term.

Limitations:

- Creating developmental rubrics requires familiarity with the developmental models underpinning them, which can be complex.
- The descriptions may introduce subjectivity unless they are grounded in observable behaviors and clearly articulated.
- They can be difficult to apply to one-time assessments since they are designed to track longitudinal development.

Best for:

Long-term projects, learning portfolios, or developmental education programs.

Sample 1: Term Paper Writing

Skill Area	Beginning (0–2)	Developing (3–4)	Competent (5–6)	Very Good (7–8)	Excellent (9–10)
Thesis, Introduction & Conclusion	No introduction. Unsatisfactory conclusion.	Basic introduction without clear thesis. No outlining of points. Brief conclusion without support.	Simple thesis. Fragmented point outline. Basic conclusion with some support.	Has a thesis (without tension) and a preview of ideas. Concludes by reinforcing position.	Begins with a clear, interesting, tension-creating thesis. Intro outlining ideas. A highly effective summation of major points.
Content, Thesis Support, and Argumentation	No logical argument and no supporting examples or primarily generalizations. No referencing to original or external works.	Only one basic argument with minimal supporting evidence. Only quotations, no paraphrasing.	Has two or more basic arguments with adequate evidence support. Majority of references are quotes. Some external support.	Logical arguments with effective use of specific examples, elaboration, paraphrasing. Slight dependence on quotes.	Elaborate arguments with advanced example and support use. Balanced use of quotations and paraphrasing.
Focus on & Understanding of Topic	Frequent use of ideas not on topic. Extremely little understanding.	Loose connection of ideas with minimal focus and understanding.	Generally focused but with some ideas that are not. Showing adequate understanding of topic.	Focused with particularly good understanding of topic.	Highly focused on topic with purpose to all material. High level of understanding of topic.
Cohesion	Extremely difficult to read due to completely inappropriate or misused cohesive structures or vocabulary.	Cohesive structures or vocabulary items are not appropriate and also misused. Difficult to read.	Patchy with some structures or vocabulary not appropriate to overall style. Ideas are often disconnected. Reads as if it were an outline rather than an essay.	Logical organization with ideas flowing with occasional lack of consistency in choice of cohesive structures and vocabulary but the overall ease	Paragraphs stay on theme. Consistent choices in cohesive structures. Ideas have logical flow and link to introduction

				of communication is not impaired.	and conclusion. Essay stays on topic.
Organization & Assignment Format	No obvious organization or clear following of format.	Follows basic structure. Distinct beginning, middle, and end without flowing of ideas. No regard for audience.	Adequate organization. Follows correct format and shows minimal consideration of reader.	Demonstrates understanding elements of the assignment. Some attention to audience.	Follows structure of assignment. Advanced use of organization. Engages reader.

Sample 2:

Skill Area	Beginning (0–4)	Developing (5–8)	Proficient (9–12)	Advanced (13–15)
1. Thought and Detail (15 marks)	Limited depth, general or vague ideas, minimal originality. Lacks supporting examples or references.	Some clarity and insight with basic supporting ideas. Occasional use of examples or literature.	Clear, relevant, and original thought. Supports ideas with relevant examples or references.	Strong depth and breadth of thought. Original, insightful, and substantiated with strong examples or references.
2. Organization (15 marks)	Writing lacks clear purpose or direction. Ideas are scattered and unfocused.	Attempts to reflect purpose. Some ideas are relevant but lack control or focus.	Writing generally reflects purpose. Ideas and examples are mostly relevant and connected to purpose.	Clear focus and strong control of ideas. Organization enhances the clarity and purpose of the paper.
3. Choices of Style (10 marks)	Little care in expression. Ideas are unclear or awkwardly expressed.	Inconsistent clarity. Some effort in expressing ideas but may be unclear in places.	Mostly clear and consistent expression. Thoughts are generally easy to follow.	Clear, consistent, and thoughtful expression throughout.
4. Use of Conventions (5 marks)	Frequent errors in spelling, grammar, punctuation. APA formatting ignored.	Some errors in mechanics and APA usage.	Mostly correct spelling, punctuation, grammar, and APA formatting.	Excellent control of language and full adherence to APA format.
5. Overall Impression and Structure (5 marks)	Missing required elements (e.g., cover page, course info, etc.). Structure is poor or incomplete.	Basic structure present. Some required elements may be incomplete or missing.	Most required elements included. Structure is mostly comprehensive.	Fully structured, complete document. Includes all required components with strong presentation.

4. Checklist Rubrics

Purpose:

A checklist is a simple assessment tool that lists specific tasks or criteria, with a binary evaluation (e.g., Yes/No, Present/Absent). It ensures that all required components are present but does not assess the quality of each component.

Structure:

- The checklist consists of criteria that specify what tasks, sections, or components a student must include.
- Each item is evaluated with a binary option—typically "Yes/No" or "Completed/Not Completed"—indicating whether the requirement was met.

Advantages:

- Checklist rubrics are fast and easy to create, making them ideal for routine or administrative grading tasks.
- They provide a clear, objective way to confirm whether each requirement of an assignment has been addressed.
- Their simplicity promotes transparency and consistency in grading, especially for assignments with many parts.

Limitations:

- Since checklist rubrics do not evaluate quality, they offer limited feedback for student improvement.
- They can encourage surface-level engagement, as students may focus on completing components rather than excelling in them.
- Checklists may not capture more complex, nuanced student work that does not fit neatly into binary options.

Best for:

Lab reports, assignment submission checks, and procedural tasks.

Sample 1: Term Paper Writing

Criterion	Met? (✓/X)	Comments
Clear, tension-creating thesis		
Introduction outlines key ideas		
Uses balanced paraphrasing and quotations		
Highly focused on topic		
Logical flow of ideas		
Advanced use of organization.		

Sample 2:

Your paper is to include an introduction to the topic, main report body, and a conclusion summing up the key themes. You are encouraged to use other source material. Reference material is to be per APA format.

Criterion	Completed? (✓/X)	Comments
Introduction, main body, and conclusion included		
Thought shows depth, clarity, originality, and insight		
Examples and/or literature references used (if applicable)		
Writing reflects purpose and focus		
Ideas and examples are relevant and controlled		
Expression is clear and consistent		
Care in wording and sentence structure		
Spelling, grammar, and punctuation are correct		
APA format used correctly		
Cover page includes title, course name and number, instructor, student name, date, ID number		

Steps to Creating a Rubric

Consider the following when designing rubrics:

1. Create rubrics with assignment objectives and learning outcomes in mind

To ensure transparency between instructors and students, it is important to align the rubric with the assignment objectives and learning outcomes. The goals and skills in the assignment should be measurable, and descriptors focus on what a student can do or has done rather than what they cannot do or did not do.

2. List the Requirements

List specific requirements or tasks students need to complete. These should reflect the learning objectives and highlight the expected behaviors, content, or skills in the assignment.

3. Create a Rubric Grid

Design a grid with rows for criteria and columns for performance levels.

When deciding on the criteria, reflect what is most important in the assignment, not just everything that can be graded. Examples: content accuracy, organization, clarity, analysis, creativity, grammar, formatting.

Column headers should include descriptive statements (e.g., "Beginning to Exemplary"), numeric scores (e.g., 1 to 5) or hybrid scales (e.g., statements with scores) that indicate the quality of work. Use clear and consistent language for each level. Typically, 3–5 performance levels strike a balance between nuance and usability.

Criteria	Performance Levels/ Scores (Developing, 1)	Performance Levels/ Scores (Proficient, 3)	Performance Levels/ Scores (Exemplary, 5)
Criteria 1 (Content Accuracy)			
Criteria 2 (Organization)	Descriptors		
Criteria 3 (Analysis)			
Criteria 4 (Clarity)			

4. Describe Performance Levels

Beginning with describing what performance looks like at the highest and lowest levels for every criterion, and then filling in the middle, helps identify what is acceptable and exemplary.

Descriptors need to be observable and measurable. They should be detailed but not overly wordy and/or repetitive. Use verbs/adjectives/ adverbs that show gradation. Avoid using subjective language that is open to interpretation.

For example:

Unclear: Demonstrates a sound understanding of main ideas.	What is the measurement of a “sound understanding”? What would make the quality “sound”?
Better: Provides a thorough description of main ideas to demonstrate level of understanding.	The word “thorough description” provides a clearer measure, however, “thorough” can be subjective. What would make the quality “thorough”?
Clear: Provides a clear and detailed description of main ideas to demonstrate level of understanding.	The word “thorough” has been changed to “clear and detailed” to clearly describe what a “thorough description” requires and remove the subjectivity from the description.

Avoid adverbs, such as “very,” “exceptionally,” or “slightly,” as they do not offer a clear, objective measurement (Grainger & Weir, 2022). It is also recommended to avoid unnecessary wording or vague measurements, such as “some,” “only,” “may,” and “may not.” For example,

Unclear: Few grammar and punctuation errors.	“Few” may be interpreted as 1-2 errors, or even less than 5 errors.
Better: Less than 5 grammar and punctuation errors.	Quantifying here would be appropriate for the quality of Grammar and Punctuation. However, for the quality of Readability, it

	needs to be revised as the quantity of errors may not affect the quality of the paper.
Clear: Grammar and punctuation errors do not affect the readability of the paper.	For grading readability, this might be a clearer descriptor.

5. Have your rubrics peer reviewed by your colleagues or CTLI.

Receiving feedback from your peers about your rubric will provide you with a reader's perspective. This can inform you of the clarity of your rubric and the connection to your assignment guidelines.

6. Share your rubric with students as part of the assignment guidelines.

Being able to see the rubric ahead of time allows students to self-assess and self-regulate their work and ask for clarification. It also provides you with a clear measurement when providing students with feedback. This feedback is helpful for students in both future assignments and cases where a re-submission is offered.

7. Create peer review assignments that encourage students to use marking rubrics.

Having peer review as part of the assignment, or as a follow-up assignment provides students with the opportunity to assess their assignments with marking rubrics (Hummel & Donner, 2023). This allows students to think critically about their work or their peer's work and self-reflect on both how their work is understood and assessed.

8. Pilot the rubric and ask students for feedback.

Similar to receiving feedback from your peers, receiving feedback from your students will provide you with their perspective. This can inform you of the clarity of your rubric and the connection to your assignment guidelines.

Alternately, you can apply the rubric to past student work or hypothetical samples. Gather feedback from colleagues or students to ensure it is understandable, fair, and effective.

Generating Rubrics Using AI Tools

To generate a rubric tailored to your assignment using AI, you must share the assignment and its context in the prompt. Sharing relevant information like purpose of the assignment, students' prior knowledge, etc, helps the AI create better rubrics. Once the rubric is generated, review it carefully. Please note that AI-generated rubrics may not be perfect, you may want to copy and paste the answer of the AI tool to word and edit it, if required.

The following is a template you can use when writing a prompt for AI.

Prompt:

Take the role of a senior instructor of (program)'s (full course name) at JIBC.
Create a (name of rubric) for the below assignment of (mention number of points/grade range).

Assignment:

(paste the assignment instructions)

Assess the students on (mention few criteria you want to assess students on).

The following is an example of a prompt and AI tool response:

Take the role of a senior instructor of Leadership program's Applying Theory to Conflict Resolution course at JIBC.

Create an analytical rubric for the below assignment of twenty points.

Assignment:

Choose a real or fictional conflict involving leadership (e.g., in a workplace, team, or community setting). Describe the conflict clearly, then analyze it using two conflict resolution theories covered in class. Based on your analysis, propose an original resolution strategy supported by the theories. Conclude with a short reflection on what you learned about leadership and conflict.

Follow APA 7th edition guidelines and include at least three scholarly sources.

Assess the students on analysis, critical thinking, organization, originality of resolution and APA.

Tips for Students

When using marking rubrics, it is recommended for students to:

- 1. Review all rubrics provided to you for assignments.**

A rubric can be used as a checklist to plan an outline for your assignment. It helps you assess if you are unfamiliar with any quality or criteria that is being evaluated. You can also reach out to your instructor if you have any questions. For assistance with APA Style, contact the JIBC Library or Writing Centre.

- 2. Refer to the rubric when you are proofreading.**

Use the rubric as a checklist to assess your own work. Being able to see the rubric ahead of time allows students to self-assess and self-regulate their work.

- 3. Review feedback from your instructor in comparison to the rubric.**

By reviewing your instructor's feedback on your assignment in conjunction with the rubric, you will be able to see where you can improve your skills for future assignments. Ask for clarification if you have questions or concerns.

- 4. Provide your instructor with feedback on the clarity of the rubric.**

Providing feedback to your instructor about the rubric will provide them with your perspective as a student. This can inform them of the clarity of the rubric and the connection to the assignment guidelines.

References

- Audrey M. Quinlan. (2012). *A Complete Guide to Rubrics: Assessment Made Easy for Teachers, K-College: Vol. 2nd ed.* R&L Education.
- Chan, Z., & Ho, S. (2019). Good and bad practices in rubrics: the perspectives of students and educators. *Assessment & Evaluation in Higher Education*, 44(4), 533–545.
<https://doi.org/10.1080/02602938.2018.1522528>
- Chiavaroli, N. G., & Pearce, J. (2024). Twelve tips for developing effective marking schemes for constructed-response examination questions. *Medical Teacher*, 1–7.
<https://doi.org/10.1080/0142159X.2024.2323178>
- Clever Prototypes, LLC. (n.d.). *Tips for writing a strong rubric*. Quick Rubric.
<https://www.quickrubric.com/about/tips-to-writing-a-strong-rubric>
- Kelvin Heng Kiat Tan. (2020). *Assessment Rubrics Decoded: An Educator’s Guide*. Routledge.
- Peter Grainger, E., & Katie Weir, E. (2020). *Facilitating Student Learning and Engagement in Higher Education through Assessment Rubrics*. Cambridge Scholars Publishing.
- Rawat Educational Group. (n.d.). *Types of rubrics in Education: Holistic and analytic assessment*. Tagore Hospital and Research Institute Mansarovar, Jaipur.
<https://www.rawatedu.com/blog/types-of-rubrics-in-education>
- Sandra Hummel, & Mana-Teresa Donner. (2023). *Student Assessment in Digital and Hybrid Learning Environments*. Springer VS.
- Stevens, D. D., & Levi, A. (2005). *Introduction to Rubrics: An Assessment Tool to Save Grading Time, Convey Effective Feedback, and Promote Student Learning: Vol. 1st ed.* Stylus Publishing.