



Using Rubrics to Promote Learning

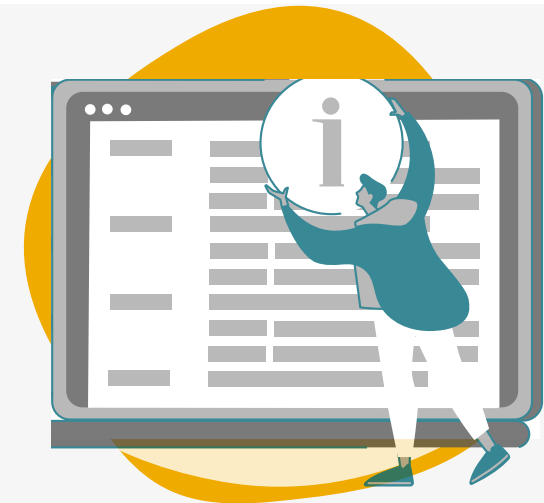
What are rubrics?

Rubrics are generally thought of as assessment-related documents or tools which are typically presented in textual form as a table, grid or matrix (Dawson, 2017). They can be really useful for students because they outline the expectations for your work, setting out the characteristics that denote the attainment of standards or explaining aspirational qualities for each level (Bearman and Ajjawi, 2021). They can help you to clarify expectations, reduce anxiety, improve self-efficacy and enhance your ability to self-regulate (Panadero and Jonsson, 2013).

	Fail	Pass	3rd	2.2	2.1	1st
Criterion 1	=====	=====	=====	=====	=====	=====
Criterion 2	=====	=====	=====	=====	=====	=====
Criterion 3	=====	=====	=====	=====	=====	=====
Criterion 4	=====	=====	=====	=====	=====	=====
Criterion 5	=====	=====	=====	=====	=====	=====

Why rubrics might matter to you?

Rubrics may prompt you to think deeply about assessed tasks, study carefully, interact with other students and discuss potential outcomes. They may help you to better understand what your lecturer is looking for in your work and to understand how to do well. As such, they may be useful tools in supporting your learning and your success. Rubrics can help you to establish appropriate goals, and this can improve students' performance, communicate expectations, reduce anxiety, support feedback processes and enhance relationships (Panadero and Jonsson, 2020).



How might you use rubrics?

- ✔ As part of understanding what is required in an assignment. Rubrics might be a good starting point for a conversation about requirements with fellow students or your lecturer. Rubrics can be used as tools which help you to interrogate criteria and standards, opening up dialogue with staff which helps you to learn to see what quality looks like (O'Donovan et al., 2004) and to improve your learning (Rust et al., 2003).
- ✔ Not as a recipe to be followed but as a tool to help you to be successful in your learning and assessment.
- ✔ To self-assess and to generate self-feedback, and to improve drafts of your work by using rubrics during an assignment process of write, use rubric, revise, use rubric, and so on until submission of the work. Research findings showed that students who were provided with rubrics after they produced a draft essay resulted in improved performance (Lipnevich et al., 2014).
- ✔ After you receive feedback on your work to better understand and interpret what the feedback means so that you can learn from it and, where appropriate, apply it to future assignments.





About this resource

As part of the Maynooth University Assess for Success initiative international experts Kay Sambell and Sally Brown developed staff guides on a number of topics in which Maynooth University colleagues expressed particular interest. Inspired by the staff guides, we worked with Kay and Sally to develop student guides on the same topics. All five guides can be accessed in Maynooth University's Assessment and Feedback Hub.

References:

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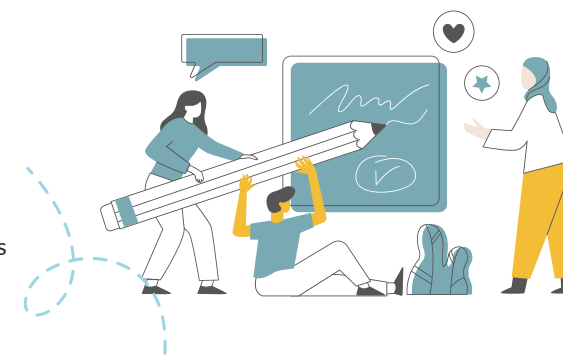
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