

## **Designing and using rubrics – some best practices**

### **Sweetland Center for Writing & CRLT**

#### *Some general principles*

- Grading rubrics should be aligned with the demands and student learning goals of the assignment and class context. Therefore, good rubric design begins with quality course and assignment design.
- Assessment of student work should be combined with “useful and supportive responding to student work.” (White 2007, p. 74) Rubrics are a complement to, not replacement for, comments on student work.
- Grading rubrics should be flexible enough to allow for student creativity, not create a formulaic pattern that all students must follow.

#### *Some best practices*

- Encourage students to use rubrics as guides for both peer and self-assessment. With guidance from the instructor, peer and self-assessments can improve student learning and save time for instructors.
- Develop a scoring guide or rubric based on the pedagogical goals of each specific assignment.
- Spend class time instructing students about the learning goals and skills required for each assignment, and allow students to ask questions about the rubric.
- Keep your rubric in front of you as you grade to remind you of your expectations, help you use your grading time efficiently, and keep you fair in your grading.