**January 2023**

*Please share with your faculty:*

**Why use rubrics to grade assessments?**

Many of you are now in the process of grading final exams and papers. With increasing class sizes, grading assessments in a meaningful and timely manner can sometimes feel overwhelming. Using rubrics to evaluate assessments serves as a valuable tool for speeding up the grading process, while at the same time providing reliable, valid, and constructive feedback to students. A well designed, analytic, scoring rubric makes assessment criteria transparent, and provides students with specific, concrete feedback about areas of their work that are strong, and other areas that may need improvement. This type of timely and concrete feedback is important for motivating students to use the feedback in the future to improve their learning outcomes. According to Dweck & Master (2007) teachers feedback plays an important role in their development of two types of motivation orientations –mastery vs. performance motivation orientations. Those with a mastery motivation orientation are more likely to view their goal to master the learning material and are less likely to fixate on their final grade. On the other hand, those with a performance motivation orientation are more likely to fixate on their grades and are less likely to reflect on ways to improve their learning in the future. In sum, by designing and using a meaningful rubric, students will be provided with effective feedback that can empower them to take ownership over their learning.

**References:**

Dweck, C.S. & Master, A. (2007). Self-theories motivate self-regulated learning. In D. H. Schunk and B. J., Zimmerman (Eds.). Motivation and self-regulated learning: Theory, research, and applications (pp. 31-51). Mahwah, NJ: Lawrence Erlbaum Associates/Taylor & Francis Group.

**Check out!** The Association of American Colleges & Universities (AAC& U) has developed and published a set of peer reviewed Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics including:  critical thinking, written communication, oral communication, quantitative literacy, information literacy and more.  Here is a link to download these rubrics:

<http://www.aacu.org/value-rubrics>

**Please share examples** Please share examples of how you are using rubrics and I will feature those example on [YU’s Learning Assessment Website](http://yu.edu/provost/assessment/).

**Important reminder:** Fall 2022 Assessment Reports are due by **Monday January 9.** If you have any questions about preparing your reports, please contact me. Thank you!