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Description

A holistic rubric¹ is produced for each piece of assessment. This is given to students at the same time as they are given the assessment questions and instructions (for example, by including in the course handbook or uploading to Moodle). Students are encouraged to self-assess their performance against the rubric as they draft their work. Staff use the rubric as a guide to marking.

Learning Benefits

- Demystifies the process of grading by creating clarity about assessment criteria
- Helps to reduce stress caused by uncertainty
- Allows students to become more autonomous as they can:
 - Monitor and assess their own progress
 - Recognise strength and weaknesses and direct their efforts accordingly

At a glance

Class size:	any
Level	prehonours, honours, PGT
Environment	lecture, seminar/tutorial,
Suitable for:	online, F2F, blended
Technology Used:	None required, but suitable for use with Moodle
IT Competency:	Basic,

Step-by-step guide

1. Produce rubric (see separate guide to this).
2. Hand out to students with assessment instructions (e.g. in course handbook, Moodle etc.).
3. Reinforce by introducing in lectures/tutorials.

4. Hand out rubric with marking scripts and instructions.
5. Use rubric criteria as marking criteria and explain in feedback to students how their work matched against these.

Examples

Marking rubrics and self-assessment (Paula Karlsson-Brown and Wee Meng Yeo)

Holistic Rubric Template

Holistic Rubric Course Name Assessment Title			
Intended Learning Outcome (assessment)	Below Expectation	To Expectation	Above Expectation
List assessment criteria here	Define levels of performance for each criterion		

Relationship to assessment and feedback principles

- Principle 1: Formulating goals for learning and in identifying standards
- Principle 2: Making evaluative decisions about their own and others' work (its processes and outcomes)
- Principle 3: Generating feedback for themselves and others

Research papers

Heidi Goodrich Andrade (2005) Teaching With Rubrics: The Good, the Bad, and the Ugly, *College Teaching*, 53:1, 27-31, DOI: 10.3200/CTCH.53.1.27-31

Anastasiya A. Lipnevich, Leigh N. McCallen, Katharine Pace Miles and Jeffrey K. Smith (2014) Mind the gap! Students' use of exemplars and detailed rubrics as formative assessment. *Instructional Science* 42:4 539-559 <https://www.jstor.org/stable/43575435>

Other Resources

Blog post for CABS: <https://charteredabs.org/rubrics-as-a-guide-to-student-writing-and-staff-grading/>

ⁱ A holistic rubric does not specify marks, but rather makes students aware of marking criteria in advance of assessment.



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