*Please share with your faculty:*

**Tips for creating an effective rubric:** Rubrics can serve as an extremely beneficial assessment tool, as long as they are meaningful. An effective rubric makes expectations for an assignment clear and transparent. In addition, rubrics provide both teachers and students with concrete and specific feedback about areas of strength and weakness on a specific assignment so that learning can be improved. In order to create a meaningful rubric, please keep these three tips in mind:

1. ***Be specific.*** An effective rubric consists of specific criteria that students are expected to show in their work. The criteria should reflect the specific skills you deem as most important for students to demonstrate. If the criteria are vague, or are not reflective of what the assignment is asking students to do, the rubrics will not provide meaningful feedback. In addition to including specific criteria, it is important to describe expectations for performance on each criterion using concrete and observable language. For example, if students are expected to integrate outside sources in a writing assignment, the rubric should specify how many sources students are expected to include to achieve “excellent”, “satisfactory”, or “poor”. Or if students are expected to present their ideas in an organized manner, it is important to describe the specific, observable evidence demonstrating this ability such as using topic sentences, clear transitions, and evidence to support main ideas within a paragraph.
2. ***Keep it* c*oncise.*** The best rubrics are not only specific and concrete, but are also simple. All too often rubrics are made overly complex with too many performance indicators (i.e., too large a rating scale for each criterion), or with too many criteria. If there are too many performance indicators, it will be hard to distinguish specific differences among each level. As a general rule of thumb, there should usually be no more than four rating levels. In addition, if too many expected criteria are listed for an assignment, it will be hard to distinguish the most essential skills that are desired for students to demonstrate on a given assignment.
3. ***Make it transparent.*** Share your rubric with your students.By providing students with the rubric that will be used to score their work ahead of time, students will know exactly what the expectations are for an assignment. This in turn will enable students to self-assess their work prior to turning it in, and will lead to overall greater performance and self-ownership over their learning. In addition, by providing students with the rubric and corresponding feedback when passing back an assignment, students will know exactly what areas they need to work on for next time. This will also lead to greater self-reflection and self-improvement in their learning.

**Check Out!**:  For more tips on creating an effective rubric, please check out the [Edutopia article “Five Tips for a More Meaningful Rubric”](https://www.edutopia.org/discussion/5-tips-more-meaningful-rubric)

**Please share examples of how your program effectively uses rubrics to provide specific and concrete feedback about the extent of student learning.** If you have examples that you would like to share relating to this topic, please email me and I will post them on [YU’s Learning Assessment Website](https://owa.yu.edu/owa/redir.aspx?C=qfPSe4wRYkKrpT3C8vPq8A7wjn94UtMIlXPnm4uIb63uPB_8kYqY2U_p2t2TYINMonFFOW1vbo0.&URL=http%3a%2f%2fyu.edu%2fprovost%2fassessment%2f).