Why use Rubrics?

- Rubrics provide timely feedback – grading can be done more quickly  
  Since students often make similar mistakes on assignments, incorporating predictable notes into the “descriptions of dimensions” portion of a rubric can simplify grading into circling or checking off all comments that apply to each specific student.
- Rubrics prepare students to use detailed feedback  
  In the rubric, the highest level descriptions of the dimensions are the highest level of achievement possible, whereas the remaining levels, circled or checked off, are typed versions of the notes/comments an instructor regularly writes on student work explaining how and where the student failed to meet that highest level. Thus, in using a rubric the student obtains details on how and where the assignment did or did not achieve its goal, and even suggestions (in the form of the higher level descriptions) as to how it might have been done better.
- Rubrics encourage critical thinking  
  Because of the rubric format, students may notice for themselves the patterns of recurring problems or ongoing improvement in their work.
- Rubrics facilitate communication with others  
  TAs, counselors/tutors, colleagues, etc. can benefit from the information contained in the rubric; i.e., it provides information to help all involved in a student’s learning process.
- Rubrics help faculty refine their teaching skills  
  Rubrics showing a student’s continuing improvement or weaknesses over time, or rubrics showing student development over time, can provide a clearer view of teaching blind spots, omissions, and strengths.
- Rubrics help level the playing field  
  To aid first-generation or non-native speakers of English, rubrics can act as a translation device to help students understand what teachers are talking about.